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ABSTRACT

Written by a technical committee of persons from industry, professional associations, and labor, as well as persons with special expertise, state officials, and educators in Oregon, this document lists the skills and knowledge required of employees in food and beverage occupations. It also identifies the industry standards (performance objectives) and the steps that are required to accomplish the tasks to meet the industry standard (performance guide). Each skill is ranked as entry, retention, or advanced level, and necessary tools and equipment, prerequisite knowledge, teaching strategies, and resources are listed for each. The skills are grouped into the following 22 categories: (1) service duties; (2) safety, security, and sanitation functions; (3) arrangement duties; (4) administrative duties; (5) training and supervising; (6) sales and inventory; (7) breads, yeast dough products, and breakfast batters; (8) cakes; (9) pastries; (10) fruit desserts; (11) specialty desserts; (12) confections; (13) salads and cold items; (14) fruits, vegetables, and starches; (15) sandwiches; (16) soups and sauces; (17) breakfast items; (18) entrees; (19) miscellaneous food and beverages; (20) organizing facilities services; (21) using basic food service procedures; and (22) cash register duties. Suggested resources include 12 books, 4 periodicals, 7 miscellaneous items, 4 videotapes, and 31 films and filmstrips. (KC)

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REPORT OF THE

EDUCATION

TECHNICAL SUBCOMMITTEE

ON

FOOD/BEVERAGE OCCUPATIONS

1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INTRODUCTION

The Carl D. Perkins Vocational Education Act (PL 98-524) requires that each state establish at least two technical committees per year. The purpose of these technical committees is to identify the skills and knowledges required for occupations for which training is provided for in the state.

The technical committees are composed of members from business, industry, professional associations, and labor, as well as persons with special expertise. In addition, there is one ex officio representative from each of the following areas:

- State Advisory Council for Career and Vocational Education
- Secondary vocational programs
- Community college vocational programs
- Teacher education/higher education

The committees identify the skills and knowledges required in the occupation at three levels.

1. Entry--The skills necessary to obtain the job.
2. Retention--The skills necessary to retain the job beyond the probationary period.
3. Advanced--The skills necessary to advance in the occupation; i.e., journeyperson level.

The work of the technical committee is reviewed by an education committee made up of secondary educators, community college educators, a representative of higher education, and representatives of the technical committee. This report is a result of the work of the technical committee and the education committee. The education committee has identified resources, teaching methods, and prerequisite knowledge for each task identified by the technical committee. This work can be used to determine the competencies in an HTR or food service program and to improve the existing curriculum.

This report reflects many hours and a strong commitment to educational excellence on the part of the committee members. The Department appreciates the work of the committee.

For more information contact Colleen Mileham at 378-8119.

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HOW TO USE THE REPORT
OF THE
EDUCATION COMMITTEE

The Technical Committee has identified the skills and knowledges required by employees in a certain occupational area. They have also identified the industry standard (in the performance objective) and the steps that are required to accomplish the task to meet the industry standard (performance guide). Many times there are several ways to competently perform a task, the one given is a suggestion.

The report does not differentiate between skills that can be taught at the secondary or postsecondary level. It is a picture of the occupation and the skills an employee must be able to perform. Thus this document is not a curriculum guide. It is the first step of developing your curriculum or program. Each local advisory committee should review the tasks to determine if they meet local needs. Many times there will be additional tasks that the local committee will identify as being necessary.

Each skill in this report is ranked as being Entry (needed to get the job), retention (needed to keep the job), or advanced (needed to advance in the job or be considered fully responsible in the job). See the technical committee for specific level.

Once a local committee has reviewed the tasks and the performance objectives, the teacher needs to identify which of these skills are appropriate for each level of instruction. The statewide education committee summary report contains this, and their recommendations can be used as a guide.

Once the skills have been identified for which instruction will be provided, resources are identified. This report recommends three to four excellent resources. The teacher/instructor will need to review the material also to determine if additional skills as recommended by their local committee are adequately covered.

Again, this document is not a curriculum; it provides the necessary skills for employment as identified by industry. It also provides performance objectives and resources from which competencies and instructional objectives may be written.

For more information and technical assistance, contact Colleen Mileham at the Department of Education, Division of Vocational Technical Education, 378-8119.

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A. Duty: Performing Service Duties

1. Task: Answer Telephone

---

1. PERFORMANCE OBJECTIVE

Provided a telephone and incoming telephone calls, answer each of the calls demonstrating correct business telephone etiquette and taking complete order or message.

PERFORMANCE GUIDE

1. Identify business and self.
2. Answer the incoming call promptly and courteously.
3. Answer in a natural voice, using a normal conversational level of speaking.
4. Speak clearly.
5. Listen to what the caller has to say.
6. Write information that needs to be kept; i.e., orders of food or a message.
7. Courteously end the call when caller is finished.

TOOLS AND EQUIPMENT

Telephone
Pen/pencil
Note pad
Order pad

PREREQUISITE KNOWLEDGE

Communication skills
Speech

TEACHING STRATEGIES

Simulations
Films or video tapes

RESOURCES

National Education Media
Video
Phone company

A. Duty: Performing Service Duties

2. Task: Greet and seat patron

---

2. PERFORMANCE OBJECTIVE

Given menus, glasses, pitcher, place settings, greet and seat patron. Patron must travel from foyer to seat in one uninterrupted movement and all special seating (children handicapped) must be provided for.

PERFORMANCE GUIDE

1. Smile and make appropriate greeting.
2. Assist patron with coats and packages.
3. Ask, where necessary, if patrons wish smoking or nonsmoking area.
4. Show patrons to table and assist with seating.
5. Where necessary, bring auxiliary chairs to table.
6. Present menus.
7. Remove or add extra settings.
8. Briefly describe house specials.

TOOLS AND EQUIPMENT

Menus
Glasses
Pitcher
Place settings

PREREQUISITE KNOWLEDGE

Communication skills
Knowledge of existing house policies

TEACHING STRATEGIES

Simulation/role playing
Field trip to restaurant

RESOURCES

Local resources
Waiter/Waitress Manual
MAVCC _Food Service Careers_, Ch. 11

A. Duty: Performing Service Duties

3. Task: Write order

---

3. PERFORMANCE OBJECTIVE

Given a group of diners, order book, and pencil, write order listing all orders and prices correctly.

PERFORMANCE GUIDE

1. Introduce yourself to customers.
2. Solicit appetizers/cocktails/beverages.
3. Clarify that customers are aware of specials.
4. Determine if there will be one check or separate checks. Note: Where applicable, write date, table number, waitresses' or waiter's name and number in party. Stand at some point of table that can serve as reference to help remember what each person ordered.
5. As each guest gives his/her order, clarify the order before writing it.
6. Ask each guest to express their desires as to how they wish food to be prepared.

Note: These performance guides are composite of ten variant procedures for taking orders.

TOOLS AND EQUIPMENT

Order book
Pen
Pencil
Hand-held computer with remote main terminal
Computer terminal

PREREQUISITE KNOWLEDGE

English language skills
Communication skills

TEACHING STRATEGIES

Role play

RESOURCES

Waiter/Waitress Manual
Food Service Careers, Ch. 11

A. Duty: Performing Service Duties

4. Task: Perform room service

---

4. PERFORMANCE OBJECTIVE

Given an order to deliver to a room, proper tools and equipment, perform room service. Food must be appropriate temperature when presented to guest. Food and all accessories must arrive in time specified by establishment policy.

PERFORMANCE GUIDE

1. Obtain clean tray or rolling table with drop leaves.
2. Completely set table or tray.
3. For hot foods, set up carrier with canned heat or electrical plugs.
4. Pick up food in this order: cold food, bread, cold beverages, hot foods, and coffee in insulated bottle.
5. Check order and cover dishes.
6. Move briskly to room, knock and announce the customer's order has arrived.
7. Transport table to place designated by customer.
8. Arrange table and place chairs in from of place settings.
9. Pour beverages.
10. Place first course in center of cover.
11. Plug in carrier or ignite canned heat.
12. Serve guest.
13. Ask if anything else is needed and present check.
14. Return for tray as appropriate.

TOOLS AND EQUIPMENT

Tray
Rolling table with drop leaves
Napkins
Condiments
Prepared food
Table cloth
Cleaning towel with covers
Server towel
Glasses
Flatware

PREREQUISITE

Background on food preparation skills
Communication skills

A. Duty: Performing Service Duties

4. Task: Perform room service

(Continued)

TEACHING STRATEGIES

Role play

RESOURCES

Guest speaker
Food service

A. Duty: Performing Service Duties

5. Task: Package carry out food

---

5. PERFORMANCE OBJECTIVE

Given customer order, food items, containers for carrying out, plastic flatware, bags, warmer, cooler, and pencil/pen, package carryout food. Order must be correctly filled. Packages must not burst open, and food must be at appropriate temperature when the customer picks it up.

PERFORMANCE GUIDE

1. Receive order.
2. Read order back to customer and ask for a pick-up time. Note: The key to carry-out orders is timing. Customers who place their orders early and are made to wait become resentful. No one wants cold, soggy food. The ideal is to seal an order just as the customer steps up to pick the order up.
3. Assemble containers and accessories.
4. Package hot food and place in warmer.
5. Package cold food and place in cooler. Caution: When placing food containers in paper bags, be sure to use correct sized bags. Tight fitting food containers will split the bag. Package drinks in bags separate from food.
6. Check all food items and all accessory items.

TOOLS AND EQUIPMENT

Take out containers
Plastic flatware
Bags
Warmer
Cooler
Food
Customer order
Pen/pencil

PREREQUISITE KNOWLEDGE

Communication skills
Sanitation skills
Packaging skills

TEACHING STRATEGIES

Demonstration and lab simulation

RESOURCES

Paper suppliers

A. Duty: Performing Service Duties

6. Task: Serve meal

---

6. PERFORMANCE OBJECTIVE

Given a table, dishes, flatware, glassware, food, and beverages, serve meal. Meal will follow a predetermined order of service and be served within timelines set by establishment.

PERFORMANCE GUIDE

1. Place chilled butter on cold bread and butter plate.
2. Place bread and crackers to the left and above fork. Note: Some guests wish their hot beverage to be served at the beginning of a meal, others want them last.
3. Place soup or cocktail above place setting in the center.
4. Remove soup or cocktail service when guest has finished.
5. Place vegetable/appetizer dishes above the center of place setting.
6. When salad is served, place it to the left of fork.
7. Place hot beverage at right of place setting, cup handle turned to the right, and creamer above the cup. Note: Coffee and tea are usually served after complete entree in formal setting. However, the quest's wishes are the final rule.
8. Place cold drink a little to the right of and below water glass.
9. Lay serving silver to the right of platter or casserole.
10. Place warmed dinner plate front and center of guest.
11. Remove dishes in this order: entree plate, salad plate, bread and butter plate, vegetable/appetizer dishes, and silver.
12. Crumb table by sweeping loose food particles into clean plate or container with clean, folded napkin.
13. Place dessert silver to right of placesetting and dessert in center.
14. Serve beverage if desired.
15. Ask if further service is desired.
16. Thank guests for dining at your establishment, and invite them to return again.
17. Place check face down and communicate to the guest that you will be back shortly to take care of their check.

TOOLS AND EQUIPMENT

Flatware
Salad bowl
Plate
Bread and butter plate
Portable cart or tray
Cup and saucer
Dinner plate

A. Duty: Performing Service Duties

6. Task: Serve meal

(Continued)

Coffee decanter
Water decanter
Glassware

PREREQUISITE KNOWLEDGE

Sanitation
Serving skills
Communication skills

TEACHING STRATEGIES

Demonstration
Simulation

RESOURCES

Waiter/Waitress Manual
Guest speaker

A. Duty: Performing Service Duties

7. Task: Serve wine/sparkling wines and nonalcoholic beverages

---

7. PERFORMANCE OBJECTIVE

Given guests, the knowledge of different types of wine and service requirements, a napkin, corkscrew, wine glasses, ice container (bucket), serve wine according to policies of establishment and without spilling or dripping any wine.

PERFORMANCE GUIDE

1. Approach guest from his/her right side, holding bottle in cloth.
2. Pour a little wine into glass for guest who ordered wine to sip.
3. Place original cork by the guest who order the wine.
4. If wine is approved, proceed to serve, starting with ladies and then gentlemen.
5. Hold bottle so label can be read, with thumb around one side and fingers around the other.
6. Hold index finger on shoulder, not the neck, of bottle.
7. Place lip of bottle over edge of glass.
8. Using the wrist, tip bottle slowly downward until wine begins to flow.
9. When glass is sufficiently full, turn wrist to move hand upward, twisting bottle to avoid dripping.
10. Touch lip of bottle with cloth.
11. Replace wine in bucket or set on table. Note: Do not take wine away.
12. Refill glasses as they are emptied.

TOOLS AND EQUIPMENT

Napkin
Corkscrew
Wine glasses
Ice container (bucket)

PREREQUISITE KNOWLEDGE

Liquor laws
Liability

TEACHING STRATEGIES

Tours of wineries
Practical applications of corking and serving

RESOURCES

OLCC Ed Office
Restaurant owners
Wine wholesalers
Grosman's Guide to Wine, Beers, and Spirits

A. Duty: Performing Service Duties

8. Task: Total order and present to patron

---

8. PERFORMANCE OBJECTIVE

Given diners, menu, pen or pencil, total order(s) and present to patron. Each person host/hostess must receive appropriate and accurate guest check.

PERFORMANCE GUIDE

1. Determine who is to be billed.
2. Total checks when certain that patrons do not wish further service.
3. Lay check face down. Note: When there are a group of people, lay checks in center of table.

TOOLS AND EQUIPMENT

Pad
Pencil
Menu
Calculator
Computer terminal

PREREQUISITE KNOWLEDGE

Math and communication skills

TEACHING STRATEGIES

Simulations
Guest speakers
Field trips

RESOURCES

Local restaurants supply you with tickets

A. Duty: Performing Service Duties

9. Task: Portion foods

---

9. PERFORMANCE OBJECTIVE

Given long handled spoon, slotted spoons, scoop, gloves, wheel cutter, slicer, wheel marker, piecutter form, server, scales, and knife, portion foods. Portion size of the total amount of food to be served according to establishment policy or order direction of supervisor so a profit can be made.

PERFORMANCE GUIDE

1. Receive portion sizes from immediate supervisor. Note: In order for restaurateur to make a profit, a constant cost control on portions must be maintained. While there are several ways of determining cost controls, most are close to the following formula:

   $$\frac{\text{food + labor + overhead + profit}}{\text{number of servings}} = \text{selling price}$$

   If you exceed the maximum size portion too often, profits are reduced.
2. Slice meat.
3. Weigh meat to determine size of portion.
4. Select serving of vegetables and weigh.
5. Cut sheet cake.
6. Lay form on pie and cut.
7. Using long handled spoons, select correct portion of vegetables.

TOOLS AND EQUIPMENT

Long handled spoon
Slotted spoon
Scoop
Gloves
Wheel cutter
Slicer
Accordian-type wheel marker
Pie cutter form/server (spatula)
Scales
Knife

PREREQUISITE KNOWLEDGE

Measuring skills
Math skills
Knowledge of equipment needed

A. Duty: Performing Service Duties

9. Task: Portion foods

(Continued)

TEACHING STRATEGIES

Demonstration
Lab application

RESOURCES

Crust demonstrators from suppliers, etc.

A. Duty: Performing Service Duties

10. Task: Service salad bar

---

10. PERFORMANCE OBJECTIVE

Given a salad bar, a cart, tongs, long handled spoons, cloths, prepared foods, fresh products, and containers, service salad bar keeping salad bar well stocked, clean, safe and all products in appropriate to spot. Salad bar must meet State Health Division standards. Watch customers to ensure food is not improperly handled.

PERFORMANCE GUIDE

1. Check salad bar and determine what needs to be done.
2. Get items needed and fill containers. Note: If containers are soiled, replace them. Caution: All wilted or contaminated foods must be replaced.
3. Add ice where needed.
4. After filling, clean up spills.
5. Replace tongs.

TOOLS AND EQUIPMENT

State Health Standards
Rolling cart
Tongs
Long handled spoon
Cloths
Prepared fresh products salad bar
Food/dressing
Containers.

PREREQUISITE KNOWLEDGE

Sanitation skills
Food preparation skills

TEACHING STRATEGIES

Observe schools salad bar set-up

RESOURCES

School cafeteria

A. Duty: Performing Service Duties

11. Task: Fill condiment containers

---

11. PERFORMANCE OBJECTIVE

Given condiment containers, spoon, cloths, can opener, and condiments, fill condiment containers. Area and condiments must be clean, shaker tops must be free and open, and new containers must be free of contamination.

PERFORMANCE GUIDE

1. Obtain clean, sanitized containers. Caution: Dangerous organisms can colonize and grow very quickly in stale food. If contaminated matter is passed on to fresh foods, they too, will soon be dangerous. So it is important that you take all precaution to stop the spread of bacteria.
2. Use clean wire or clean tooth picks to unclog holes in shaker tops.
3. Place containers on tray or plate to catch spills.
4. Fill condiment containers and replace tops.
5. Wipe outside of containers clean of any spills after filling.
6. Place condiment containers in proper place.

TOOLS AND EQUIPMENT

Condiment containers
Spoon
Cloths
Condiments
Can opener

PREREQUISITE KNOWLEDGE

Sanitation

TEACHING STRATEGIES

Simulation

RESOURCES

MAVC
Cafeteria

A. Duty: Performing Service Duties

12. Task: Answer customer inquiries concerning directions

---

12. PERFORMANCE OBJECTIVE

Given customer, answer customer inquiries concerning directions in a clear and concise manner.

PERFORMANCE GUIDE

1. Listen courteously to customer's inquiry.
2. Answer courteously. Do not ignore inquiry.
3. Give specific directions or take customer.
4. Refer customer to appropriate personnel if unable to help.

PREREQUISITE KNOWLEDGE

Communications

TEACHING STRATEGIES

Simulation

RESOURCES

Telephone
MAVCC

B. Duty: Performing Safety, Security, and Sanitation Functions

1. Task: Clean coffee maker

---

13. PERFORMANCE OBJECTIVE

Given a soiled coffee maker, tools, equipment and material, clean coffee maker. When coffee maker is rinsed, dried, and wiped with a clean, dry cloth, there can be no smudges on the cloth. Coffee made in the pot must not have residual taste due to contamination from the pot.

PERFORMANCE GUIDE

1. Turn coffee maker off and unplug it.
2. Remove filter or holder and empty coffee grounds.
3. Pour out any coffee remaining in the pot.
4. Rinse pot and partially fill with water.
5. Rinse pot thoroughly to remove any residue.
6. Dry pot, use only a clean/sanitary single service towel.
7. Wipe outside of coffee maker and hot plate.
8. Equipment should be cleaned and sanitized using procedure for "cleaned in place" equipment.

TOOLS AND EQUIPMENT

Cleaning substances (urn cleaner) (soda)
Cloths
Brushes

PREREQUISITE KNOWLEDGE

Knowledge of cleaning solutions

TEACHING STRATEGIES

Simulation
Practicum

RESOURCES

Red Wagon
Boyds Coffee Co.

B. Duty: Performing Safety, Security, and Sanitation Functions

2. Task: Clean and replenish condiment table

---

14. PERFORMANCE OBJECTIVE

After cleaning and drying condiment table, wipe with a dry cloth, leaving no smudges. Restock condiments. When inspected by the sanitarian, must meet (OSHD*) standards.

PERFORMANCE GUIDE

1. Empty condiment containers.
2. Wash containers.
3. Rinse with water and disinfectant solution.
4. Allow containers to dry, then refill.
5. Clean table with sponge or cloth and mild nonabrasive detergent.
6. Dry with clean, dry cloth.
7. Return filled condiment containers to table.
8. The volume of product in condiment containers shall only be that amount. That will be immediately consumed by the guest(s). Open condiments may not be reserved/reused.

TOOLS AND EQUIPMENT

Detergent
Brushes
Sponge
Cloths
Disinfectant

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

* Oregon State Health Division

B. Duty: Performing Safety, Security, and Sanitation Functions

3. Task: Clean creamer and sugar containers

---

15. PERFORMANCE OBJECTIVE

Given used creamer and sugar containers, tools, equipment, and materials, clean creamer and sugar containers. There can be no odors eminating from containers nor caked and dried residues left in bowls, and must be within OSHD specifications.

PERFORMANCE GUIDE

1. Empty creamer and sugar container. Caution: Dispose of cream and sugar. Both are easily contaminated and the creamer can become a dangerous breeding ground for harmful micro-organisms.
2. Wash in warm soapy water. Caution: Use brush to scour insides of containers.
3. Clean inside of creamer spout with round brush.
4. Rinse thoroughly in warm water.
5. Rinse in disinfectant solution.
6. Dry containers thoroughly.
7. Refill sugar container.
8. Chill creamer before filling.

TOOLS AND EQUIPMENT

Bleach (disinfectant)
Long brush
Detergent

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

4. Task: Clean dishwasher

---

16. PERFORMANCE OBJECTIVE

Given the task of cleaning a dishwasher, tools, equipment and materials, thermometer, clean dishwasher. Upon completion there can be no foreign debris left in dishwasher and water temperature must be within OSHD specifications.

PERFORMANCE GUIDE

1. Turn off dishwasher at electrical panel and remove dish racks and baskets.
2. Remove and clean spray arm and pump cover.
3. Clean pump.
4. Remove debris from around pump openings.
5. Replace pump cover and spray arm. Spray arm must rotate freely and must not become detached.
6. Replace dish racks and baskets and plug dishwasher into outlet.
7. Pour two cups of vinegar into dishwasher and close door.
8. Operate machine on "rinse-hold" cycle. Note: If dishwasher does not have this cycle, operate on "normal cycle."
9. Clean outside surface with mild, nonabrasive detergent.
10. Rinse, then dry with lint-free cloth.

TOOLS AND EQUIPMENT

Approved cleaner
Vinegar
Brushes
Cloths
Mild detergent
Thermometer

PREREQUISITE KNOWLEDGE

Sanitation skills

TEACHING STRATEGIES

Demonstration and application of information

RESOURCES

Soap company
Manufacturer's spec book

B. Duty: Performing Safety, Security, and Sanitation Functions

5. Task: Clean glass shelving

---

17. PERFORMANCE OBJECTIVE

Given soiled glass shelving, clean glass shelving so the finished surfaces have no streaks, glare, or finger prints.

PERFORMANCE GUIDE

1. Fold a square yard of cloth end to end four times. Note: As the used surface of the cloth becomes soiled, refold to clean side. It is best to clean high shelving first and work down.
2. Remove all objects from shelves and dust them.
3. Remove dust.
4. Apply cleaning solution.
5. Using dry cloth, wipe excess solution off shelving.
6. Using soft, dry cloth, dry shelving and polish. Note: Remove streaks and lit.
7. Clean underneath shelving.
8. Return objects to shelf.

TOOLS AND EQUIPMENT

Cloth
Spray bottle
Sponge
Cleaning solution

PREREQUISITE KNOWLEDGE

Sanitation skills

TEACHING STRATEGIES

Demonstration and apply

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

6. Task: Clean ice machine

---

18. PERFORMANCE OBJECTIVE

Given the task of cleaning an ice machine, tools and equipment, clean the ice machine. When finished, there can be no foreign particles or discoloration left in or on ice machine. There can be no microbial contamination after machine is put back into use.

PERFORMANCE GUIDE

1. Turn machine control to "defrost" or "off" position.
2. Remove ice from machine and allow machine to defrost.
3. After machine has defrosted, remove water and empty.
4. Thoroughly clean inside of machine with sponge and warm soapy water.
5. Rinse with clean sponge and disinfectant water.
6. Use only an approved sanitizer and at the proper concentration.
7. Wash water tray, rinse, wipe dry, then replace in machine.
8. Wipe outside of machine thoroughly with mild, nonabrasive detergent, then dry with clean cloth.
9. Turn machine to "on" position.

TOOLS AND EQUIPMENT

Bucket
Brush
Cloth
Detergent
Disinfectant

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

7. Task: Clean up accidents of spilled and broken crockery from the floor

---

19. PERFORMANCE OBJECTIVE

Given the task of cleaning up accidental spills and broken crockery from floor, warning signs, tools, equipment, and necessary assistance, clean up accidents of spilled and broken crockery from floor. When finished, there can be no pieces of crockery or bits of food left on floor. The floor cannot be left in a slick condition. Surrounding patrons must not be disturbed by your actions.

PERFORMANCE GUIDE

1. Erect caution barrier.
2. Sweep up spilled and broken crockery into dustpan and dispose of it.
3. Wipe up any foodstuffs that may have spilled.
4. Sweep under nearby tables for any stray pieces.
5. Mop with hot, soapy water.
6. Rinse mop and wring out as much water as possible, then mop over spill. Caution: Mop up water well so customers won't slip.
7. Remove barrier. Caution: Before barrier is removed, make sure that floor is dry and safe for pedestrians.

TOOLS AND EQUIPMENT

Mop
Bucket with wringer
Broom
Dust pan
Soap
Warning signs

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

8. Task: Clear table

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20. PERFORMANCE OBJECTIVE

Given the task of clearing tables, tools, and equipment, clear tables. There can be no fumbling, dropping, or spilling of crockery or flatware (while clearing tables after each course).

PERFORMANCE GUIDE

1. Remove dishes and flatware as guests finish each course. Note: Clear dishes from right of guest with right hand, moving around table.
2. Scrape and stack soiled dishes in nearby bus box or tray. Caution: Stack dishes so they are well balanced and safe to carry.
3. Pick up papers, napkins, and soiled silver and place in bus box or tray.
4. If dessert is to be served, leave drinking glasses and coffee cups on table.
5. Crumb table by sweeping loose food particles into clean plate or container with clean, folded napkin.

TOOLS AND EQUIPMENT

Bus box
Cart
Scraper

PREREQUISITE KNOWLEDGE

Sanitation skills

TEACHING STRATEGIES

Demonstration

RESOURCES

Waiter/waitress manual

B. Duty: Performing Safety, Security, and Sanitation Functions

9. Task: Dust furniture

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21. PERFORMANCE OBJECTIVE

Given the task of dusting furniture, tools, and equipment, dust furniture. When task is done, furniture will be wiped with a clean, white cloth; it cannot show dust.

PERFORMANCE GUIDE

1. Fold a square yard of cloth end to end four times. Note: As it becomes soiled, refold to clean side.
2. Use appropriate polish/wax.
3. Dust high surfaces first and work downward.
4. Move objects to dust under them.
5. Dust undersides and backs of furniture.

TOOLS AND EQUIPMENT

Dust cloth

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

10. Task: Load napkin dispenser

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22. PERFORMANCE OBJECTIVE

Given the task of loading napkin dispenser and the necessary equipment and supplies, load napkin dispenser. When finished, napkins must pull from the dispenser with a smooth even motion one at a time.

PERFORMANCE GUIDE

1. Open one side of dispenser and lay dispenser on its side.
2. Fill dispenser half full with napkins, making sure fold of napkins is at top of dispenser.
3. Close and turn over to open side of dispenser.
4. Repeat steps 1 and 2 to fill dispenser. Do not overfill.
5. If napkins jam when pulled, remove napkins until dispenser operates freely.

TOOLS AND EQUIPMENT

Napkins
Napkin dispenser

PREREQUISITE KNOWLEDGE

None

TEACHING STRATEGIES

Demonstration
Simulation

RESOURCES

Teacher
Cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

11. Task: Service milk dispensers

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23. PERFORMANCE OBJECTIVE

Given an empty milk dispensing machine to service, tools and equipment, service milk dispensers. When task is finished, dispenser must flow and shut off without incident.

PERFORMANCE GUIDE

1. Clean and disinfect outside of dispenser.
2. Turn dispenser control to "off" position.
3. Open door. Note: Some milk dispensers require that you remove a lid and pour milk into dispenser.
4. Clean and disinfect inside of dispenser.
5. Set box containing milk on table next to dispenser.
6. Remove dispensing tube.
7. Place box containing milk in dispenser. Caution: Most persons should ask for assistance in lifting milk.
8. Thread dispensing tube through dispensing valve and cut. Tube should be cut as short as possible and at a 45° angle. Note: Be sure that tube is not twisted.
9. Close container.
10. Test dispenser.
11. Wipe up spills, if any.
12. Check temperature, a spirit stem thermometer should be installed on the interior of the dispenser.

TOOLS AND EQUIPMENT

A 45° angle knife
Cloths
Fresh milk contained in plastic inside cardboard box
Dispenser

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

12. Task: Store food and supplies

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24. PERFORMANCE OBJECTIVE

Given food and supplies to store, store food and supplies. All foods will be accounted for with no foods spoiled due to improper refrigeration. No unordered food or supplies will be accepted.

PERFORMANCE GUIDE

1. Obtain bills and check proprietor's bill against supplier's bill. Note: Be sure that all bills match; e.g., numbers, establishment name, and merchandise. Request claim form/credit for any damaged or unacceptable product. Do not accept damaged or temperature abused perishable foods.
2. Begin storing merchandise as soon as it is checked.
3. Refrigerate perishables.
4. Store cases on shelves, sealed bases, wheeled bases.
5. Open cartons and place cans, napkins, straws, etc., on shelves. Note: Be sure new items are put behind old items so old items will be used first.
6. Place frozen foods in freezer. Place readily perishable foods under refrigeration as soon as possible. Note: All refrigerated/frozen items must have a thermometer placed where these items are stored. Check routinely.

TOOLS AND EQUIPMENT

Freezer
Refrigerator
Cart
Marking pencil (date materials)
Product thermometer
Shelving

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

13. Task: Clean dining room floor

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25. PERFORMANCE OBJECTIVE

Given a dining room floor to clean, warning signs, tools and equipment, clean dining room floor. Upon completion, there can be no debris left on the floor, food smears, or streaks.

PERFORMANCE GUIDE

1. Clean premises when customer's are not present.
2. Start in one corner and sweep toward center of room.
3. Sweep with a smooth stroke so dirt won't scatter.
4. Go around entire room sweeping from wall toward center until reaching corner started from.
5. Pull chairs out and sweep under tables.
6. Move plants and trash cans to sweep under them.
7. Sweep dirt into a pile and then into dust pan.
8. Dispose of dirt.
9. Fill mop bucket with clear hot water and add soap and disinfectant.
10. Thoroughly wet mop and wring dry.
11. Mop up food stains.

TOOLS AND EQUIPMENT

Broom
Dust pan
Mop bucket with wringer
Mop
Disinfectant
Warning signs
Vacuum
Sweepers
Dust busters

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

14. Task: Wash flatware and glassware

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26. PERFORMANCE OBJECTIVE

Given flatware, glassware, tools and equipment, wash flatware and glassware. When finished, flatware must be clean and have a clear, natural, unmarred shine; glassware must be clean with no water spots.

PERFORMANCE GUIDE

1. Wash flatware and glass in warm soapy water.
2. Rinse in warm water with bleach or other type of disinfectant.
3. Place flatware and crystal in dish drainer after rinsing.
4. Allow to air dry. Note: These may also be washed and sanitized in an approved dishwasher.

TOOLS AND EQUIPMENT

Dish pan or sink
Drainer
Dishwasher
Chemical cleaning solution

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

15. Task: Wipe up accidents of spilled liquid on tables

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27. PERFORMANCE OBJECTIVE

Given the task of cleaning a table after a spill, tools and equipment, wipe up accidents of spilled liquid on tables. There can be no liquid left on table or floor.

PERFORMANCE GUIDE

1. Set vessel upright.
2. Blot spill with towel.
3. Blot with towel all spills that reach floor.
4. Pick up china, wipe the underside of it, and place in a dry area.
5. Lift tablecloth and wipe table. Note: If necessary, change linen.
6. Replace all contaminated flatware.
7. Replace table cloth.
8. Wipe up floor around table.
9. Alert guests if the floor is damp.

TOOLS AND EQUIPMENT

Sponge
Towel
Napkins
Mop
Replacement table cloth/napkins

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

16. Task: Wash table linens

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28. PERFORMANCE OBJECTIVE

Given soiled table linens, cleaning supplies and equipment, wash the linens removing all soil.

PERFORMANCE GUIDE

1. Assemble soiled table linens.
2. Examine the linens for stains.
3. Separate those linens which need special treatment for stains.
4. Sort the linens according to the fiber and color.
5. Select an appropriate detergent and measuring equipment.
6. Read the directions on the detergent container to determine the recommended amount of detergent and temperature of the wash water.
7. Select the water temperature, water level, and time cycle.
8. Measure the detergent and add to the washing machine.
9. Start the machine, allowing the tub to fill with water.
10. Load and distribute linens evenly in the machine. Load the washer following the manufacturer's suggestion for the weight of clothing load per wash.
11. Remove the linens when the cycle is complete, and the machine has stopped.
12. Place linens in the dryer.
13. Wipe the inside and the outside of the machine after each wash load.
14. Store the supplies and equipment.

TOOLS AND EQUIPMENT

Detergent
Measuring equipment
Washing machine
Dryer

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

17. Task: Clean/sanitize all food contact surfaces

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29. PERFORMANCE OBJECTIVE

Using cleaning and sanitizing solutions, and tools and equipment, clean/sanitize all food contact surfaces. No residue must remain on food contact surfaces.

PERFORMANCE GUIDE

1. Turn off and unplug powered equipment.
2. Disassemble equipment.
3. Wash, rinse, and sanitize all food contact surfaces according to OSHD standards.
4. Allow equipment and components to air dry.
5. Reassemble or store in preparation for reuse.

TOOLS AND EQUIPMENT

Approved cleaning solution (detergent)
Sanitizing solutions
Sponge
Scrubber
Cloths

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

18. Task: Clean/sanitize any kitchen implement

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30. PERFORMANCE OBJECTIVE

Using a three (3) compartment sink or dishwasher and cleaning/sanitizing compounds, clean/sanitize kitchen implements for reuse.

PERFORMANCE GUIDE

1. Prewash/scrape all utensils/implements.
2. Fill wash compartment with hot water and detergent soap.
3. Fill rinse compartment with clean warm water.
4. Fill sanitizing (third) compartment with warm water (75°F) and the proper concentration of an approved sanitizer. Check sanitizer level with approved test kit.
5. Wash, rinse, sanitize utensils in the sink following approved procedures.
6. Allow utensils to air dry on drainboard in dishrack.
7. Store utensils in clean drawers, racks, or shelves in preparation for reuse.

TOOLS AND EQUIPMENT

Three (3) compartment sink
Approved sanitizer detergent
Sponge
Scrub brush
Dishwasher

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

19. Task: Clean/sanitize dishes and implements

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31. PERFORMANCE OBJECTIVE

Using an automatic dish machine and detergent or three-compartment sink, clean/sanitize dishes and implements. Dishes and utensils must be scraped and prewashed. Dishes must be clean, sanitized, and ready for reuse.

PERFORMANCE GUIDE

1. Fill dishmachine with proper water levels (wash and rinse).
2. Check for proper temperatures meeting Oregon State Health Division standards.
3. Check for proper levels of detergent and rinse additive.
4. Operate dish machine according to manufacturer's specifications.
5. Test rinse H_2O temperature or sanitizer concentration level.
6. Allow dishes to air dry.
7. Store in clean racks, shelves, or flatware trays in preparation for reuse.

TOOLS AND EQUIPMENT

Automatic dish machine
Detergent
Approved sanitizer
Three-compartment sink

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

B. Duty: Performing Safety, Security, and Sanitation Functions

20. Task: Report accidents involving customers

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32. PERFORMANCE OBJECTIVE

Given an establishment involving a customer accident and the policy for handling accidents, report accidents involving customer according to establishment guidelines.

PERFORMANCE GUIDE

1. Notify the store manager or store manager's representative immediately.
2. Tell the customer that the manager or representative will aid them.

TOOLS AND EQUIPMENT

Establishment guidelines
Paper
Pencil
Accident report forms
Telephone

PREREQUISITE KNOWLEDGE

Know proper procedures

TEACHING STRATEGIES

Simulation

RESOURCES

Workman Comp
OSHSA

B. Duty: Performing Safety, Security, and Sanitation Functions

21. Task: Assist in maintaining establishment security

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33. PERFORMANCE OBJECTIVE

Given employees, policy and procedures manual, products, cash and keys, maintain security by opening back doors only when authorized to do so, and then secure establishment according to establishments procedure.

PERFORMANCE GUIDE

1. Keep food locked up at all times.
2. Maintain key item inventory.
3. Change front desk tills.
    a. Take money from till and deposit in safe when necessary.
4. Conduct all till checks.
5. Escort terminated employees to collect belongings and to the front door.
6. Open back doors only when authorized to do so.

TOOLS AND EQUIPMENT

Policies and procedures
Keys
Products
Cash
Cash register

PREREQUISITE KNOWLEDGE

Knowledge of existing policy and procedures

TEACHING STRATEGIES

Guest speakers

RESOURCES

Police Bur
Insurance carrier

B. Duty: Performing Safety/Security and Sanitation Functions

22. Task: Deal With Robberies/Attempts

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34. PERFORMANCE OBJECTIVE

Given a robbery attempt, cash register and till, deal with robbery according to establishment procedures, collecting all information to relay to authorities.

PERFORMANCE GUIDE

1. Avoid any action that may increase danger to self and others.
2. Keep money at minimum in till.
3. Give the suspect only what is demanded.
4. Check for distinguishing marks on hands, length of hair, and clothing.
5. Estimate height of robber.
6. Note number of persons.
7. Observe to see if suspect touches anything which could be preserved for evidence.
8. Call 911 or the police.
9. Secure all remaining money in safe.
10. Write down all observed facts concerning descriptions of suspect, car, the weapon, etc.
11. Contact the person in chain of command.
12. Do not disclose amount stolen to anyone.

TOOLS AND EQUIPMENT

Phone
Cash register
Safe
Cash

PREREQUISITE KNOWLEDGE

Knowledge of existing policy and procedures

TEACHING STRATEGIES

Guest speakers

RESOURCES

Police Bur
Insurance carrier

B. Duty: Performing Safety/Security and Sanitation Functions

23. Task: Deal with shoplifting

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35. PERFORMANCE OBJECTIVE

Given a situation that involves shoplifting, observe and make a list according to company policy.

PERFORMANCE GUIDE

1. Observe suspected shoplifter closely.
2. Immediately notify manager.
3. Do not accuse or apprehend shoplifter.
4. If unable to leave check-out area, have another store employee notify the manager or security.
5. Write down items concerning description of suspect, the type of items in question, etc.

PREREQUISITE KNOWLEDGE

Knowledge of existing policy and procedures

TEACHING STRATEGIES

Guest speakers

RESOURCES

Police Bur
Insurance carrier

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B. Duty: Performing Safety, Security, and Sanitation Functions

24. Task: Identify and report/correct hazardous conditions

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36. PERFORMANCE OBJECTIVE

Given a knowledge of what constitutes a hazardous condition, how to avoid accidents, and hazardous condition, process for reporting. Provided an establishment's property conditions, identify and report/correct hazardous conditions according to establishment's guidelines.

PERFORMANCE GUIDE

1. Locate hazardous condition.
2. Collect necessary tools and equipment for correcting condition or contact store personnel responsible for correcting condition.
3. Correct condition according to establishment guidelines.
4. Return equipment to proper storage area.

TOOLS AND EQUIPMENT

Pen/pencil
Form/paper
Telephone
Establishment procedures

PREREQUISITE KNOWLEDGE

Sanitation and safety skills

TEACHING STRATEGIES

Guest speakers

RESOURCES

Police Bur
Insurance carrier

B. Duty: Performing Safety, Security, and Sanitation Functions

25. Task: Inspect kitchen area for unsafe or unsanitary conditions

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37. PERFORMANCE OBJECTIVE

Given pencil, access to kitchen, and checklist, inspect kitchen area for unsafe or unsanitary conditions. All unsafe or unsanitary conditions must be reported and steps taken to correct them.

PERFORMANCE GUIDE

1. Obtain kitchen checklist from supervisor.
2. Check over all items on checklist and anything else that may not be on list.
3. Return list to supervisor with any necessary comments.
4. Rectify unsanitary or unsafe conditions as needed.

TOOLS AND EQUIPMENT

Pencil
Checklist
Clipboard

PREREQUISITE KNOWLEDGE

Sanitation skills

TEACHING STRATEGIES

Guest speaker

RESOURCES

County Health Department

B. Duty: Performing Safety, Security, and Sanitation Functions

26. Task: Inspect facility for compliance with health and sanitation laws

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38. PERFORMANCE OBJECTIVE

Given checklist, pencil and access to kitchen, inspect facility for compliance with health and sanitation laws. All items on county health inspector's checklist must be acceptable.

PERFORMANCE GUIDE

1. Check all items on county health inspection checklist.
2. Note all items which do not comply with health and sanitation laws.
3. Correct or make arrangements to have corrected all items which do not comply.
4. Recheck periodically.

TOOLS AND EQUIPMENT

Checklist
Clipboard
Pencil

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety/Security and Sanitation Functions

27. Task: Develop and implement a hazardous chemical communication program

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39. PERFORMANCE OBJECTIVE

Given current Oregon Revised Statutes, develop and implement a hazardous chemical communication program through the use of container labeling, material safety data sheets, and employee training/information.

PERFORMANCE GUIDE

1. Review State Statutes and devise company/corporate policy on hazardous chemicals.
2. Label containers to indicate contents/manufacturer.
3. Post hazard warnings where necessary.
4. Place (MSDS) material safety data sheets in all areas where exposure to hazardous chemicals exist, maintain master copy at home office/place of business.
5. Orient and continually update employees on a detailed overview of hazardous chemicals.
6. Oversee to ensure that all protective/safety measures are utilized.
7. Communicate emergency procedures in the event of chemical exposure.
8. Inform outside contractors of hazardous chemicals and necessary precautions.

Note: The above are suggestions only and are based on an interpretation of Oregon Revised Statutes.

TOOLS AND EQUIPMENT

Oregon statutes
Pen/pencil
Paper
Notebook
Labels
Hazardous chemical guide

PREREQUISITE KNOWLEDGE

Sanitation skills

TEACHING STRATEGIES

Guest speaker

RESOURCES

Safe
Workman Comp.

B. Duty: Performing Safety, Security, and Sanitation Functions

28. Task: Display personal hygiene and grooming skills

---

40. PERFORMANCE OBJECTIVE

Given soap, warm water, dry clean towel, clean uniforms, aprons, hats/hair net, and hair brush and comb, maintain personal hygiene. The worker's hair, uniform, and body must be clean and without contamination, hands must be washed frequently while handling food. Hands must be washed before beginning work, after using the toilet, after handling money, other activity, and before moving from one duty to another in the kitchen area.

PERFORMANCE GUIDE

1. Use a deodorant.
2. Use a mouthwash after brushing teeth.
3. Keep make-up, perfume/colognes, and jewelry to a minimum.
4. Keep hair clean and securely off the neck and face.
5. Keep hands and nails clean and well groomed.
6. Keep uniform clean, pressed, and in good repair.
7. Keep posture good at all times.
8. Have shoes that are clean with nonslip soles, low heels, and closed-toes for safety.
9. Have general good health and maintain it by regular visits to the dentist and doctor.

TOOLS AND EQUIPMENT

Soap
Warm water
Dry clean towel
Clean aprons
Hats/hair net
Hair brush/comb

PREREQUISITE KNOWLEDGE

Grooming skills

TEACHING STRATEGIES

Video, etc.

RESOURCES

Modeling school personnel

B. Duty: Performing Safety, Security, and Sanitation Functions

29. Task: Demonstrate work safety

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41. PERFORMANCE OBJECTIVE

Using proper procedures and attitudes, perform work safely to protect against injury.

PERFORMANCE GUIDE

1. Review the supervisor's safety rules.
2. Review any materials on hand from Oregon State Health Department (OSHD) or other agencies regarding safety in a food service lab.
3. Check work continually to make sure these basic safety tips are followed:
   a. Clean up spills immediately.
   b. Check for articles out of place on the floor; wet signs.
   c. Pass others on the right side, called out "beside you, behind you" or similar phrase to alert others.
   d. Look for obstacles before pushing doors open or rounding corners.
   e. Know the location and use of fire exits, weather stations, fire extinguishers, and overhead fire protection.
   f. Report any faulty equipment immediately.
   g. Know where the first aid kit is and how to apply minor first aid for cuts, burns, and shock.
   h. Demonstrate ability in the carrying and pouring of hot liquid (use a splash guard saucer when pouring hot beverages for guests).
   i. Inform other workers when carrying or preparing hot items.
   j. Handle hot containers with dry hot pads.
   k. Discard all cracked or chipped glassware and china.
   l. Sweep up broken dishware immediately and dispose in proper containers.
   m. Empty cigarette ashes into metal container only.
   n. Use dry hands and dry work area when using electrical tools.
   o. Handle knives correctly and safely--including use of nonskid cutting boards.
   p. Dress carefully to eliminate dangling sleeves, ties, or other burnable or tangly articles from uniform.
   q. Lift heavy items using leg muscles, not the back (get help from others, or carts, when load is beyond his/her strength).
   r. Did not wear jewelry that could fall into guest's food or become entangled or caught in machines.

TOOLS AND EQUIPMENT

Procedures manual

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

B. Duty: Performing Safety, Security, and Sanitation Functions

29. Task: Demonstrate work safety

(Continued)

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

30. Task: Handle food

---

42. PERFORMANCE OBJECTIVE

Using correct procedures, gloves, tools, equipment, and facilities, handle foods safely to prevent food-borne illnesses according to safety and health regulations.

PERFORMANCE GUIDE

1. Keep hot food 140° or higher, cold foods 40°F or lower.
2. Cover foods with lid or other approved material.
3. Thaw foods in refrigerator or under running water.
4. Cook meats and poultry to safe internal temperature.
5. Refrigerate all perishable foods promptly.
6. Reheat foods to 160°F.
7. Follow Health Department regulations concerning refrigeration of cooked foods.
8. Use sanitary equipment and utensils during all stages of preparation and service.
9. Practice good personal hygiene.
10. Protect food displayed from air-borne contamination.

Note: This list is all-inclusive. Consult your local Health Department for current regulations.

TOOLS AND EQUIPMENT

Cloths
Sponge
Kitchen utensils
Kitchen equipment
Gloves

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

31. Task: Eliminate rodent harborage and breeding

---

43. PERFORMANCE OBJECTIVE

Using licensed pest control firm, exterminate rodents. Work areas must be sanitary to maintain rodent-proof area.

PERFORMANCE GUIDE

1. Locate rodent's point of entry, if possible.
2. Seal off point of entry.
3. Bait trap. (Keep bait out of reach and away from products.)
4. Set trap.
5. Check trap.
6. Replace bait, if necessary.
7. Discard trap and dead rodent, if trapped.
8. Clean area.
9. Set additional traps, as necessary.
10. Obtain professional advice, consultation, assistance if unable to exterminate on your own. Call sanitarian or professional exterminator as required.

TOOLS AND EQUIPMENT

Bucket
Dust pan
Broom/vacuum
Pest control firm
Bait
Trap

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

B. Duty: Performing Safety, Security, and Sanitation Functions

32. Task: Eliminate and control insect harborage and breeding

---

44. PERFORMANCE OBJECTIVE

Given tools and equipment, approved insecticide, cleaning solution, and cleaning cloths, eliminate and control insect harborage and breeding insects. Work area must be sanitary and free of insects.

PERFORMANCE GUIDE

1. Discard infested ingredients.
2. Remove all supplies from infested area.
3. Sweep site of infestation.
4. Locate, if possible, insects point of entry or harborage source. Seal off point of entry.
5. Spray approved insecticide along baseboards and in corners, avoiding food products.
6. Sweep/vacuum dead insects.
7. Discard insects.
8. Wash sprayed areas.
9. Discard cleaning cloths.
10. Empty bucket.
11. Clean bucket.
12. Return tools/equipment to storage.
13. If unable to control insect on your own, obtain services of professional exterminator.

TOOLS AND EQUIPMENT

Broom/vacuum
Dust pan
Bucket
Bait
Approved insecticide

PREREQUISITE KNOWLEDGE

Safety and sanitation skills

TEACHING STRATEGIES

Simulation and observation

RESOURCES

School cafeteria

C. Duty: Performing Arrangement Duties

1. Task: Arrange table decor

---

45. PERFORMANCE OBJECTIVE

Given a table to arrange and all the necessary pieces, arrange table decor. Arrangement must show reasonable symmetry and does not crowd individual cover.

PERFORMANCE GUIDE

1. Place centerpiece in middle of table.
2. All other decorations and favors should be set around centerpiece in a symmetrical arrangement.
3. Arrange condiment containers in a balanced symmetry so that each guest can reach whatever he/she wants. Note: Do not crowd arrangement into individual cover.

TOOLS AND EQUIPMENT

Center piece
Salt/pepper shakers
Sugar bowl and creamer
et al

PREREQUISITE KNOWLEDGE

Table setting techniques

TEACHING STRATEGIES

Demonstration and application

RESOURCES

Mid-America
Voc Curriculum
Waiter/waitress manual

C. Duty: Performing Arrangement Duties

2. Task: Assemble breakfast supplies

---

46. PERFORMANCE OBJECTIVE

Given all equipment, and food, supplies and utensils, assemble breakfast supplies efficiently and timely according to establishment guidelines.

PERFORMANCE GUIDE

1. Collect eggs, cereals, bread, fruits, juices, and milk; move them to designated or handy place.
2. Arrange juices and milk on cold table.
3. Remove eggs from proper storage.
4. Place butter or margarine near toaster.
5. Place bread near toaster.
6. Measure coffee into several filters and place near coffee maker.
7. Cut fruits and arrange on cold table.
8. Make coffee.
9. Mix batters.
10. Bring coffee creamers out of cooler.
11. Place insert pan with individual jelly near butter tray on counter.
12. Place menus on table. Note: At some point before opening, check appearance of cleanliness of flatware.

TOOLS AND EQUIPMENT

Food
Supplies
Coffee filters
Coffee maker
Cold table
Utensils
Menus
Food order

PREREQUISITE KNOWLEDGE

Food preparation skills
Knowledge of menu

TEACHING STRATEGIES

Demonstration and lab

RESOURCES

Waiter/waitress manual

C. Duty: Performing Arrangement Duties

3. Task: Change a cloth during service with accessories on the table

---

47. PERFORMANCE OBJECTIVE

Given fresh linen and necessary assistance, change a cloth during service with accessories on the table leaving no wrinkles and so table cloth is even on all sides and all items are returned to table in proper place. Customers cannot be unnecessarily inconvenienced.

PERFORMANCE GUIDE

1. Obtain clean linen (cloth).
2. Remove all items or move all accessories on table to one side.
3. Fold flap of tablecloth to edge of accessories.
4. Transfer accessories to bare side of table.
5. Place clean cloth (folded in half) on cleared side of table.
6. Pull tablecloth toward center enough to place accessories on cloth side.
7. Continue to unfold tablecloth to cover table.
8. Replace accessories as they were.

TOOLS AND EQUIPMENT

Fresh linen
Service tray/stand

PREREQUISITE KNOWLEDGE

Sanitation
Serving
Communication skills

TEACHING STRATEGIES

Demonstration
Simulation

RESOURCES

Waiter/waitress manual
Guest speaker

C. Duty: Performing Arrangement Duties

4. Task: Change setting without baring the table

---

48. PERFORMANCE OBJECTIVE

Given clean tablecloth, a table, and accessories, change setting without baring the table in one uninterrupted movement and finished setting must be symmetrically balanced.

PERFORMANCE GUIDE

1. Place screen-folded cloth on table cleared of flatware and accessories only.
2. Work doubled cloth under used cloth.
3. As clean cloth advances toward center of table, fold used cloth to form half fold.
4. As used cloth is removed, pull top fold of new cloth over table.
5. Straighten new cloth so that all sides are even.
6. Place accessories on fresh table cloth.

TOOLS AND EQUIPMENT

Table cloth
Table
Accessories

PREREQUISITE KNOWLEDGE

Sanitation
Serving
Communication skills

TEACHING STRATEGIES

Demonstration
Simulation

RESOURCES

Waiter/waitress manual
Guest speaker

C. Duty: Performing Arrangement Duties

5. Task: Make coffee in urn

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49. PERFORMANCE OBJECTIVE

Given coffee, an urn, water, filters, and cloths according to equipment and establishment guidelines, coffee must be free of residual taste/grounds.

PERFORMANCE GUIDE

1. Drain water from urn and make sure machine is in operation. Note: Always be sure urn is clean.
2. Rinse the urn until water is clear.
3. Place wet urn bag, or filter paper, and riser in top of urn.
4. Evenly spread portioned coffee in bag or filter.
5. If automatic, move sprayer arm over coffee, cover urn, and press "brew" button. If manual, pour measured hot water over coffee in circular motion.
6. When all water has filtered through, remove coffee grounds.
7. Take one gallon of coffee from urn and pour rapidly back into urn to mix coffee.

TOOLS AND EQUIPMENT

Coffee
Filters
Urn
Water
Measuring devices

PREREQUISITE KNOWLEDGE

Food preparation skills

TEACHING STRATEGIES

Demonstration

RESOURCES

Coffee Co.

C. Duty: Performing Arrangement Duties

6. Task: Make coffee vacuum method

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50. PERFORMANCE OBJECTIVE

Given coffee, a vacuum coffee maker, filter, and water, make coffee vacuum method according to the equipment and establishment standards. Coffee must be free of residual taste/grounds.

PERFORMANCE GUIDE

1. Place filter in upper bowl. Note: Make sure coffee maker is clean.
2. Place portioned coffee in upper bowl. Note: Make sure that you use the right amount of ground coffee and water for the amount of cups you expect to make.
3. Fill lower bowl with cold water and bring to boil.
4. Insert top and twist for tight seal.
5. When water has risen to upper bowl, remove unit from heat.
6. Allow coffee to filter into lower bowl.
7. Return coffee to heat and remove upper bowl.

TOOLS AND EQUIPMENT

Vacuum coffee maker
Filters
Coffee
Measuring devices
Water

PREREQUISITE KNOWLEDGE

Food preparation skills

TEACHING STRATEGIES

Demonstration

RESOURCES

Coffee Co.

C. Duty: Performing Arrangement Duties

7. Task: Make coffee in a pot

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51. PERFORMANCE OBJECTIVE

Given coffee, coffee pot, water, tools and equipment, make coffee in a pot according to the equipment and establishment standards and have no residual taste/grounds.

PERFORMANCE GUIDE

1. Make sure machine has been on long enough to be hot.
2. Place paper filter in filter holder.
3. Spread portion of coffee in filter paper. Note: Make sure that you use the right amount of coffee and water for the number of cups you expect to make.
4. Place filter unit in slot under sprayer head.
5. Place clean pot under filter outlet.
6. Pour pot of water in machine.
7. When coffee has completely drained from filter, pour one cup of coffee from the pot and pur back into pot to mix coffee.
8. Remove filter holder and discard filter and used grounds.

TOOLS AND EQUIPMENT

Coffee pot
Filters
Coffee
Measuring devices
Water

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

C. Duty: Performing Arrangement Duties

8. Task: Make coffee filter method

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52. PERFORMANCE OBJECTIVE

Given coffee, filters, and water, make coffee by the filter method according to manufacturer and establishment standards and have no residual taste/grounds.

PERFORMANCE GUIDE

1. Fill coffee chamber of canister with portioned coffee. Screw filter to canister.
2. Place upper vessel upside down and fill three-quarters full with boiling water.
3. Insert canister in upper chamber with filter up.
4. Place inverted serving pot on unit.
5. Invert entire device.
6. When water has drained through filter and top chamber is empty, remove it.
7. Cover serving pot.

TOOLS AND EQUIPMENT

Coffee maker
Filters
Coffee
Water
Measuring devices

PREREQUISITE KNOWLEDGE

TEACHING STRATEGIES

RESOURCES

C. Duty: Performing Arrangement Duties

9. Task: Prepare butter/margarine for serving

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53. PERFORMANCE OBJECTIVE

Given butter/margarine, butter slicer, ice chips, butter dish, spatula, and ice container, prepare butter/margarine for serving. All pieces of butter/margarine must be of uniform size, must not stick together, and be refrigerated.

PERFORMANCE GUIDE

1. Secure sticks of butter/margarine and equipment.
2. Place ice chips in container.
3. Place butter/margarine stick into slicer. Note: Butter that is too cold or hot will not slice well.
4. Using spatula, place butter/margarine on top of cracked ice. Note: It is possible to buy prepared pats of butter/margarine. In this event you need only to place them into serving position.

TOOLS AND EQUIPMENT

Butter slicer
Ice chips
Butter dish
Spatula
Ice container

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

C. Duty: Performing Arrangement Duties

10. Task: Prepare cold service table

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54. PERFORMANCE OBJECTIVE

Given scoop, bucket, ice, and cold table, prepare cold table for service. Ice must be clean and not contaminated, food positioned securely on ice, excess water removed, and ice level maintained.

PERFORMANCE GUIDE

1. Obtain cold table and place in line.
2. Connect drain hole to hose and drain.
3. Clean table.
4. Check to see if drain is working.
5. Fill table with ice. Note: Ice in table should be slightly rounded, not too flat or too steep.
6. Place food in position.
7. Make periodic checks of drain.

TOOLS AND EQUIPMENT

Scoop
Bucket
Ice
Cold table

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

C. Duty: Performing Arrangement Duties

11. Task: Prepare vegetables for making salad

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55. PERFORMANCE OBJECTIVE

Given sanitized hands, vegetables, a mixing bowl, slicer, grader, vertical cutting machine, cutting table, vegetable brush, peeler, and gloves, prepare vegetables for making salad. All vegetables must be clean, fresh, and sliced or shredded into manageable consistency.

PERFORMANCE GUIDE

1. Carry vegetables to cutting table. Note: Wash hands before preparing vegetables. Wear gloves while preparing vegetables.
2. Clean vegetables in skin, remove unusable portions.
3. Cut lettuce and place in mixing bowl.
4. Put water and celery in vertical cutting machine and turn machine on.
5. Remove celery and drain.
6. Chop cabbage.
7. Chop romine.
8. Separate pieces of endive.
9. Slice cucumbers.
10. Slice onions.
11. Slice carrots and celery sticks.
12. Slice radishes.
13. Place tossed salad vegetables in mixing bowl and mix.
14. Store vegetables in plastic bags under refrigeration until needed.

TOOLS AND EQUIPMENT

Large mixing bowl
Slicer
Grader
Vertical cutting machine
Cutting table
Vegetable brush
Peeler
Gloves

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

C. Duty: Performing Arrangement Duties

11. Task: Prepare vegetables for making salad

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

C. Duty: Performing Arrangement Duties

12. Task: Set table for full service meal

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56. PERFORMANCE OBJECTIVE

Given a table, flatware, linen, dishes, and glassware, set table for full service meal. All flatware, accessories, and cover must meet standards of establishment. All flatware and accessories must be arranged.

PERFORMANCE GUIDE

1. Place cover plate in center of cover. Note: Place dishes, silver, and napkins about one inch from the edge of the table, counter, or place mat.
2. Place napkin extreme left of cover.
3. Place forks, salad fork first, between cover plate and napkin.
4. Arrange knives on the right side of cover plate with blade turned toward center plate.
5. Place spoons to right of knife.
6. Place water glass on the right side of the cover above the tip of the knife.
7. Arrange wine, liquor, or beer glasses to right of water glass.
8. Place coffee cup to right of spoons.
9. Place butter spreader, bred and butter platter to left above cover dish. Butter spreader must be placed atop the plate with cutting edge toward diner.

TOOLS AND EQUIPMENT

Napkins
Salad forks
Dinner forks
Cover plate
Dinner knife
Teaspoon
Soup spoon
Butter spreader
Bread and butter plate
Water goblets
Wine glasses

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

C. Duty: Performing Arrangement Duties

12. Task: Set table for full service meal

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

C. Duty: Performing Arrangement Duties

13. Task: Set up steam table for service

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57. PERFORMANCE OBJECTIVE

Given a steam table, pans, brush, cloths, and bucket, set up steam table for service. Water must be hot enough to keep food at serving temperature. Water level must be at that point where pans are immersed in hot water but not floating.

PERFORMANCE GUIDE

1. If necessary, bring steam table from storage to serving line.
2. Clean table.
3. Fill table with water.
4. Check drain cock and place tube in drain.
5. Start heater.
6. Place pans in table. Caution: Care must be taken not to splash hot water on your feet and legs as pans are removed and replaced.
7. Adjust water level.

TOOLS AND EQUIPMENT

Pans
Table
Brush
Cloths
Bucket

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

C. Duty: Performing Arrangement Duties

14. Task: Set up self service foodlines

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58. PERFORMANCE OBJECTIVE

Given prepared foods and beverages, flatware, dishes, glasses, napkins, condiments, and buffet table or permanent buffet server, set up self service foodlines. Food must be arranged according to establishment guidelines; i.e., salads, hot dishes, etc.

PERFORMANCE GUIDE

1. Determine the food items designated for serving lines.
2. Collect all tools and equipment necessary for service of those items.
3. Arrange prepared foods in an attractive, functional arrangement according to company guidelines.
4. Place high cost food items in the middle or end of food line.
5. Check to see that all foods are garnished.
6. Check all food holding equipment for proper temperature settings.
7. Ensure that plates, glasses, silverware, napkins, ladle handles, etc., are easily accessible to the guest.
8. Make sure sneeze guards are clean and in place.
9. Know where back-up portions are being held.
10. Replace pans low in foods by removing entire pan and substituting full pans when required.
11. Know the names, preparation techniques, and prices of all food offered.
12. Keep work station clean and spills wiped up during the serving period.
13. Store all serving utensils according to Health Department regulations; i.e., dipping well or left in food, etc.
14. Follow all task related safety and sanitation requirements.
15. Practice good personal hygiene.

TOOLS AND EQUIPMENT

Sneeze guards
Prepared foods
Beverages
Flatware
Napkins
Dishes
Condiments
Serving tables
Line control items

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

C. Duty: Performing Arrangement Duties

14. Task: Set up self service foodlines

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

D. Duty: Performing Administrative Duties

1. Task: Accept payment for check

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59. PERFORMANCE OBJECTIVE

Given a cash register, credit card, imprinter, pen, calculator, computer terminal, accept payment for check. Payment must be correct or change returned.

PERFORMANCE GUIDE

1. As you receive check from guest, ask if everything is all right.
2. State the amount of the check and the amount of money given you.
3. Check accounting.
4. Place payment on shelf above drawer and count change to guest.
5. Thank guest and invite them to return again.

TOOLS AND EQUIPMENT

Cash register
Credit card imprinter
Pen
Calculator
Computer terminal

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

D. Duty: Performing Administrative Duties

2. Task: Adjust complaints

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60. PERFORMANCE OBJECTIVE

Given a customer complaint, adjust complaints according to company policy. Complaint must be resolved or referred to management.

PERFORMANCE GUIDE

1. Listen carefully to complaint.
2. Restate complaint and have customer confirm it.
3. Express regret and make every effort to make adjustment to satisfy customer.
4. If request must be refused, explain why.
5. Apologize for any situation for which restaurant is at fault and thank customer for bringing it to your attention.
6. Refer difficult complaints to management.

TOOLS AND EQUIPMENT

None

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

D. Duty: Performing Administrative Duties

3. Task: Balance cash drawer

61, PERFORMANCE OBJECTIVE

Given cash register, paper, pencil, adding machine, calculator, and receipts, balance cash drawer accurately and according to establishment's procedures.

PERFORMANCE GUIDE

1. Obtain necessary reading from cash register and record on appropriate company form.
2. Document time of reading on register tape.
3. Replenish cash drawer for continued operation.
4. Run a tape to show total monies by denomination, initial, and leave in cash drawer. **See attached exhibit.
5. Separate bills/coins into denominations, count, and record. Note: Regard charge card payments and traveler checks as "checks."
6. Record "paid outs."
7. Total all cash and "checks," subtract paid outs and amount of "opening" change, less the shift reading, will indicate the over/short amount.

TOOLS AND EQUIPMENT

Cash register
Paper
Pencil
Adding machine of some type

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Exhibit:

*Contributed by VIPS Restaurant, Inc.

D. Duty: Performing Administrative Duties

4. Task: Prepare sidework schedule

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62. PERFORMANCE OBJECTIVE

Given paper, pencil, computer terminal, prepare sidework schedule. Schedule must be complete and done in timely manner.

PERFORMANCE GUIDE

1. Divide dining area into stations.
2. List all sidework tasks necessary in each station.
3. List all sidework tasks that are not necessarily a part of a station.
4. List all sidework tasks that are done hourly.
5. List all sidework tasks that are done daily.
6. List all sidework tasks that are done weekly.
7. List tasks hourly, daily, and weekly in each station. Note: Designate whether sidework is opening, hour work, or closing work.
8. List lunch and break times on schedule.
9. List the approximate times that sidework tasks can be done.

Note: Employee checkoff sheet of tasks avoids confusion and aids management.

TOOLS AND EQUIPMENT

Paper
Pencil
Computer terminal

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

D. Duty: Performing Administrative Duties

5. Task: Take telephone order

63. PERFORMANCE OBJECTIVE

Given pad, pencil, computer terminal, and telephone, take telephone order. All items, the person's name and expected time of pickup, must be listed.

PERFORMANCE GUIDE

1. Answer phone by saying the restaurant's name. Note: Always be courteous and helpful, since the customer cannot see a menu, it is up to you to make suggestions if need be.
2. List each item requested by customer.
3. Repeat order for customer.
4. Place customer's name and telephone number on order.
5. List exact time customer will pick up order.

TOOLS AND EQUIPMENT

Telephone
Pad
Pencil
Computer terminal

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

E. Duty: Training and Supervising

1. Task: Demonstrate use of equipment

---

64. PERFORMANCE OBJECTIVE

Given supplies, equipment and operating instructions, demonstrate use of equipment. Demonstration must instruct the employee in use of equipment so that employee can operate equipment in accordance with manufacturer's and establishment procedures.

PERFORMANCE GUIDE

1. Assemble supplies and equipment.
2. Test equipment for workability.
3. State name of equipment.
4. Explain purpose of equipment.
5. Operate equipment. (Note: Stress safety.)
6. Supervise employee's operation of equipment.
7. Answer questions.
8. Summarize.

TOOLS AND EQUIPMENT

Equipment to be demonstrated
Operating instructions

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

E. Duty: Training and Supervising

2. Task: Formulate employees rules and regulations

---

65. PERFORMANCE OBJECTIVE

Given a list of topics to be addressed, formulate employee rules and regulations. Rules and regulations must provide accurate policy information to the employee.

PERFORMANCE GUIDE

1. Determine topics to be addressed.
2. Research topics in similar business/industry.
3. Formulate rules and regulations.
4. Record rules and regulations.
5. Edit for clarity and grammar.
6. Notify employees.

TOOLS AND EQUIPMENT

List of topics to be addressed

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

E. Duty: Training and Supervising

3. Task: Schedule work assignments

---

66. PERFORMANCE OBJECTIVE

Given a list of tasks and a list of employees, schedule work assignments. Assignments must be made so that all priority work is clearly established and communicated, and is evenly distributed among employees and reflect individual competencies.

PERFORMANCE GUIDE

1. List tasks to be assigned.
2. Determine task priorities.
3. Arrange tasks into sequence.
4. Estimate time required to complete task.
5. List available employees.
6. Assign workers to jobs requiring their specific competencies.
7. Prepare a contingency schedule.
8. Notify employees of assignments.
9. Followup with employees, evaluate progress.

TOOLS AND EQUIPMENT

Employee roster
Assignment list

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

E. Duty: Training and Supervising

4. Task: Plan baking/cooking schedule

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67. PERFORMANCE OBJECTIVE

Given baking orders, prior service data, ingredient inventory, and a list of employees, plan baking/cooking schedule. The baking/cooking schedule must be planned so that all items are produced on time. The schedule must allow for items to be produced in a quantity sufficient to meet unexpected demand.

PERFORMANCE GUIDE

1. Determine baking/cooking needs.
2. Determine production schedule.
3. Check that all ingredients are in stock.
4. Make sure equipment is available and working.
5. Schedule employees.
6. Prepare contingency schedule.
7. Followup, evaluate schedule.

TOOLS AND EQUIPMENT

Customer orders
Employee roster
Ingredient inventory
(Prior service data)

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

E. Duty: Training and Supervising

5. Task: Orient newly hired personnel

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68. PERFORMANCE OBJECTIVE

Given new employee, menus, tools, access to kitchen, and rules and specifications of the establishment, train employee. After having explained all rules, requirements and specifications of the job, and allowing sufficient time to demonstrate procedures and answer questions as necessary, the employee must demonstrate that he/she can carry out assigned duties.

PERFORMANCE GUIDE

1. Tour facility.
2. Review job description and responsibilities.
3. Review store policies and routines.
4. Introduce new employee to immediate supervisor and to other employees.
5. Demonstrate use and storage of equipment.
6. Assign new employee a work area.
7. Explain procedures used in handling work orders from start to completion.
8. Assign specific duties to employee.
9. Invite and respond to questions from employee.
10. Followup with feedback.

TOOLS AND EQUIPMENT

Menus
Tools
Rules/specifications

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

F. Duty: Performing Sales and Inventory Functions

1. Task: Compute prices

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69 PERFORMANCE OBJECTIVE

Given an item to be priced, a cost of materials list, and competitor's prices, compute prices. Prices must cover costs and include a profit margin which does not price the product out of competition.

PERFORMANCE GUIDE

1. Calculate cost of each ingredient in item.
2. Calculate cost of packaging item.
3. Calculate overhead.
4. Calculate salary.
5. Calculate other direct/indirect cost.
6. Add total of steps one (1) through five (5).
7. Add in profit margin.
8. Price identical product sold by competition.
9. Adjust price to be competitive.

TOOLS AND EQUIPMENT

Bookkeeping records
Competitor's price list
Price list of items
Calculator
Computer

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

F. Duty: Performing Sales and Inventory Functions

2. Task: Process bakery orders

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70. PERFORMANCE OBJECTIVE

Given a customer order and a product, process bakery goods. Orders must be taken without error, baked goods must be packaged without damage, and must be delivered fresh on specified date and time. Payments must be transacted without error.

PERFORMANCE GUIDE

Immediate Sale

1. Greet customer.
2. Determine product(s) to be purchased.
3. Fill order.
4. Package.
5. Deliver to customer.
6. Complete payment transaction.

Future Sale

1. Greet customer.
2. Record customer's name, phone number, and address.
3. Record customer's order.
4. Record requested date and time of delivery.
5. Record method of pick up/delivery.
6. Record method of payment.
7. Prepare product(s) for customer pick up/delivery.
8. Deliver product(s) or have customer pick up.
9. Complete payment transaction.

TOOLS AND EQUIPMENT

Cash register
Customer order form
Packaging materials
Computer
Cash box for delivery

F. Duty: Performing Sales and Inventory Functions

3. Task: Operate cash register-cash sale

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71. PERFORMANCE OBJECTIVE

Given a cash register and a cash sale, operate cash register. Operation of cash register must be accomplished with accuracy to reflect the item's cost and total amount of sale.

PERFORMANCE GUIDE

1. Register item on amount key.
2. Register multiple-priced items as a group.
3. Calculate and register price of single units of multiple-priced items.
4. Check that all items have been registered.
5. Total.
6. Accept payment from customer and place on change plate.
7. Remove correct change.
8. Count out change to customer.
9. Place customer's payment into cash drawer.
10. Give customer receipt tape.
11. Invite customer to return.

TOOLS AND EQUIPMENT

Cash register

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

F. Duty: Performing Sales and Inventory Functions

4. Task: Take inventory

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72. PERFORMANCE OBJECTIVE

Given supplies, pen, and inventory control sheet, take inventory. All supplies on hand must be accurately counted and legibly recorded.

PERFORMANCE GUIDE

1. Obtain inventory blanks.
2. Identify item on list and locate on shelf.
3. Count all items.
4. Record count.
5. Record items by food category.
6. Record size or weight of container of each item.
7. Total supplies on hand by food category.

TOOLS AND EQUIPMENT

Supplies
Pen
Inventory sheets
Computer terminal
Calculator

PREREQUISITE KNOWLEDGE

Tech. math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

F. Duty: Performing Sales and Inventory Functions

5. Task: Order supplies (nonfood and kitchen)

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73. PERFORMANCE OBJECTIVE

Given stocked items, and list of future needs, historical record order supplies. List of supplies to be ordered must be complete and consistent with the list of needed products. Supplies must be ordered so that all items are in stock when needed.

PERFORMANCE GUIDE

1. Check stock inventory.
2. List out-of-stock items.
3. Check list of future orders to be filled for needed ingredients.
4. List products needed.
5. Record quantity, brand, quality, and cost of each product needed on purchase order.
6. Submit purchase order for approval.
7. Forward purchase order to supplier.

TOOLS AND EQUIPMENT

Stock items
Customer's orders
Computer terminals
Price lists

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

F. Duty: Performing Sales and Inventory Functions

6. Task: Verify invoices

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74. PERFORMANCE OBJECTIVE

Given an invoice and delivered items, verify invoices. Invoices must correspond with delivered items or errors must be noted and corrected.

PERFORMANCE GUIDE

1. Check invoice against delivered items.
2. Check that undelivered goods are recorded.
3. Request credit for any damaged or temperature abused product.
4. Compare cost of goods received with cost quoted.
5. Record any discrepancy between invoice and delivered goods.
6. Arrange for correction of error.
7. File invoice.

TOOLS AND EQUIPMENT

Delivered items
Invoice

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

F. Duty: Performing Sales and Inventory Functions

7. Task: Store nonperishable supplies

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75. PERFORMANCE OBJECTIVE

Given nonperishable items and storage areas for nonperishable items, store nonperishable supplies. Nonperishable items must be stored in a safe, sanitary, and easily accessible manner, and must retain quality and freshness. Janitorial and hazardous materials must be stored in a designated area away from all food products and according to OSHD regulations regarding hazardous supplies and accident prevention. (***See Safety/Security and Sanitation Functions.)

PERFORMANCE GUIDE

1. Check that items are free of insect infestation.
2. Prepare items for storage.
3. Sort supplies according to use:
    a. Janitorial
    b. Dry goods
4. Place items in/on storage area(s), rotating older supplies.
5. Remove empty containers/bags to trash.
6. Clean spills/breakage.

TOOLS AND EQUIPMENT

Wipe cloths

PREREQUISITE KNOWLEDGE

Safety skills

TEACHING STRATEGIES

Simulation
Observation

RESOURCES

School cafeteria

F. Duty: Performing Sales and Inventory Functions

8. Task: Store perishable supplies

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76. PERFORMANCE OBJECTIVE

Given refrigerator, freezer, and perishable supplies, store perishable supplies. Perishable supplies must be stored in a safe, sanitary, and easily accessible manner and meet state health and safety regulations.

PERFORMANCE GUIDE

1. Check freezer for temperature recommended.
2. Check refrigerator for recommended temperature.
3. Check that items are free of insect infestation.
4. Wrap, label, and date items for storage.
5. Place frozen items in freezer, rotating older stock.
6. Place nonfrozen perishables in refrigerator, rotating older stock.
7. Remove empty containers/bags to trash.
8. Clean spills/breakage.

TOOLS AND EQUIPMENT

Refrigerator
Freezer
Marking pen

PREREQUISITE KNOWLEDGE

Safety skills

TEACHING STRATEGIES

Simulation
Observation

RESOURCES

School cafeteria

F. Duty: Performing Sales and Inventory Functions

9. Task: Issue supplies

---

77. PERFORMANCE OBJECTIVE

Using appropriate forms to maintain inventory records, issue supplies. All transactions must be recorded immediately and accurately.

PERFORMANCE GUIDE

1. Keep stock room freezer locked when clerk is not present.
2. Issue food, beverages, and supplies upon presentation of authorized requisition. (Note: It is recommended that requisitions be presented a day before items are needed.)
3. Fill requisition, and select stock observing stock rotation procedures--"First in, first out."
4. Complete requisition and show:
   a. Items supplied.
   b. Unit price.
5. Record the items checked out on "par" sheet to indicate the balance of items in storage.
6. Forward requisition to designated individual.

TOOLS AND EQUIPMENT

Inventory forms
Calculator
Pen
Computer terminal

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

F. Duty: Performing Sales and Inventory Functions

10. Task: Cost-out items

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78. PERFORMANCE OBJECTIVE

Using current food costs, standardized recipes and mark up formulas, cost-out items to determine menu or selling prices, maximizing profit for establishment.

PERFORMANCE GUIDE

1. Obtain current prices from supervisor.
2. Cost out the ingredients for each food item.
3. Determine portion size for each food item.
4. Calculate the unit price for each food item.
5. Use the establishment's formula to add on overhead and profit margins to calculate the menu or selling price.
   Example: Establishment's cost of necessary ingredients per serving divided by current food costs (i.e., 33 percent) = menu or selling price.
6. Recalculate unit costs of each food item as market price changes.

TOOLS AND EQUIPMENT

Food price list
Inventory/ordering data
Recipes
Calculator

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

1. Task: Prepare yeast breads

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79. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare yeast breads. Yeast breads must have symmetrical shape, uniform color, flavor, size, grain, and texture. The crusts must be free of cracks and blisters.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Make up dough:

   Straight dough
   (1) Select bowl, mixer, and mixer attachments.
   (2) Weigh straight dough ingredients according to formula.
   (3) Mix dough according to formula.

   Sponge dough
   (1) Select bowl, mixer, and mixer attachments.
   (2) Weigh sponge ingredients according to formula.
   (3) Mix sponge.
   (4) Set sponge.
   (5) Add balance of formula ingredients.

   Sponge dough--sour type
   (1) Select bowl, mixer, and mixer attachments.
   (2) Weigh sour sponge according to formula.
   (3) Weigh balance of formula ingredients.
   (4) Mix sour sponge and liquid.
   (5) Add balance of formula ingredients.

3. Ferment dough.
4. Scale dough.
5. Rest dough.
6. Scale dough.
7. Round up pieces.
8. Rest dough.
9. Mold bread.
10. Place bread in pan/on prepared boards.
11. Proof bread.
12. Dock or slash loaves.
13. Bake according to formula.
14. Depan.
15. Finish.
16. Turn off/adjust oven temperature and dampers.

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

1. Task: Prepare yeast breads

(Continued)

TOOLS AND EQUIPMENT

Oven
Cooling rack
Scale and weights
Liquid measures
Scale scoop
Ingredient scoop
Scraper
Brush
Pan holders
Sheet pans
Bench
Roll press
Mixer and mixer attachments
Proof box
Spatula
Dough hook
Silicone paper
Refrigerator
Bowl
Bread pans

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

2. Task: Prepare yeast rolls

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80. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare yeast rolls. Yeast rolls must be light, have even crust, color, and moderate-sized grain.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Turn on steam boiler, as necessary.
3. Select mixer, bowl, and mixer attachments.
4. Weigh ingredients according to formula.
5. Mix dough according to formula.
6. Ferment dough.
7. Scale dough.
8. Rest dough.
9. Hand scale or press out.
10. Rest dough.
11. Mold dough.
12. Proof dough.
13. Bake on prepared pans or hearth.
14. Turn off/adjust oven temperature.
15. Turn off steam boiler, as necessary.
16. Depan.
17. Finish.

TOOLS AND EQUIPMENT

Oven
Cooling rack
Scale and weights
Liquid measures
Scale scoop
Ingredient scoop
Scraper
Brush
Bench
Mixer and mixer attachments
Dough hook
Silicone paper
Bowl
Roll press
Proof box
Spatula
Sheet pans
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

2. Task: Prepare yeast rolls

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

3. Task: Prepare chemically-leavened bread

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81. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare chemically-leavened bread. Bread must have uniform grain and color and must be symmetrical in shape.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select mixer, bowl, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix according to formula.
5. Pour batter into prepared pan.
6. Bake.
7. Turn off/adjust oven temperature and dampers.
8. Cool.
9. Depan.
10. Finish.

TOOLS AND EQUIPMENT

Oven
Mixer and mixer attachments
Scale and weights
Scale scoop
Ingredient scoop
Bowl
Spatula
Scraper
Loaf pans
Silicone paper
Liquid measures
Shortening brush
Paddle
Cooling rack
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

3. Task: Prepare chemically-leavened bread

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

4. Task: Prepare sweet dough varieties

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82. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare sweet dough varieties. Sweet dough products must be uniform in size, color, and appearance; sweet dough products must have a tender crumb and an even grain.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select mixer, bowl, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix dough according to formula.
5. Ferment dough.
6. Scale dough.
7. Rest dough.
8. Make up dough into desired shapes.
9. Place on prepared pans.
10. Wash.
11. Proof dough.
12. Top as needed
13. Bake.
14. Cool.
15. Turn off/adjust oven temperature and dampers.
16. Finish.

TOOLS AND EQUIPMENT

Oven
Cooling rack
Brush
Mixer and mixer attachments
Bench
Scale and weights
Scale scoop
Bowl scraper
Bowl

Dough hook
Spatula
Bench scraper
Sheet pans
Silicone paper
Rolling pin
Liquid measures
Ingredient scoop
Pan holders
Proof box

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

4. Task: Prepare sweet dough varieties

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

5. Task: Prepare muffins

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83. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare muffins. Muffins must have uniform size, shape, and color, and must have a light, open grain.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select mixer, bowl, and mixing attachments.
3. Weigh ingredients according to formula.
4. Mix batter according to formula.
5. Grease pans or insert paper cups.
6. Deposit batter into prepared pans.
7. Bake.
8. Depan.
9. Turn off/adjust oven temperature and dampers.

TOOLS AND EQUIPMENT

Shortening brush
Muffin pans
Spatula
Mixer and mixer attachments
Bowl
Scale and weights
Scale scoop
Ingredient scoop
Liquid measures
Cooling rack
Oven
Pan holders
Ice cream scoop
Cake depositor

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

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84. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, prepared filling, and ingredients, prepare Danish. Danish must be of uniform color and appearance, must be flaky, and have no greasy taste.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix dough according to formula.
5. Rest dough.
6. Roll out dough.
7. Place roll-in on two-thirds of dough.
8. Fold uncovered portion onto middle third.
9. Fold remaining piece on top.
10. Refrigerate.
11. Remove from refrigerator and roll out.
12. Fold one-third of dough onto the center third.
13. Fold remaining piece on top.
14. Refrigerate.
15. Repeat steps eleven (11) through fourteen (14) two more times.
16. Remove from refrigerator and sheet or roll out.
17. Brush lower half with oil.
18. Place filling on oil-covered dough.
19. Fold top portion over dough filling.
20. Scale into units.
21. Make up Danish varieties.
22. Place on prepared pans.
23. Wash.
24. Top.
25. Bake.
26. Turn off/adjust oven temperature and dampers.
27. Glaze.
28. Cool.
29. Finish.

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

6. Task: Prepare Danish

(Continued)

TOOLS AND EQUIPMENT

Bench
Mixer and mixer attachments
Brush
Refrigerator
Scale and weights
Scale scoop
Ingredient scoop
Bowl
Dough hook
Multiple cutter
Spatula
Sheet pans
Scraper
Silicone paper
Rolling pin
Oven
Liquid measure
Cooling rack
Pan holders
Proof box

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

7. Task: Prepare cinnamon buns

85. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, prepared filling, and ingredients, prepare cinnamon buns. Cinnamon buns must be uniform in size and color, and grain must be moderate.

PERFORMANCE GUIDE

1. Prepare smear according to formula.
2. Turn on/adjust oven temperature and dampers according to formula.
3. Select mixer, bowl, and mixer attachments.
4. Weigh ingredients according to formula.
5. Mix dough according to formula.
6. Ferment dough.
7. Scale dough.
8. Rest dough.
9. Sheet dough.
10. Brush oil on all but lower border of dough.
11. Spread filling over oil-covered dough.
12. Roll top edge to bottom border and seal.
13. Cut slices.
14. Spread smear on pan surfaces.
15. Place slices in prepared pans.
16. Proof.
17. Bake.
18. Remove from oven and invert on screens.
19. Turn off/adjust oven temperature and dampers.
20. Finish.

TOOLS AND EQUIPMENT

Shortening brush
Cinnamon bun pans
Bench
Mixer and mixer attachments
Scale and weights
Scale scoop
Ingredient scoop
Bowl
Dough hook
Spatula
Scraper
Silicone paper
Rolling pin
Oven
Liquid measure
Cooling screens
Brush
Pan holders
Proof box

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

7. Task: Prepare cinnamon buns

(Continued)

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

8. Task: Prepare biscuits

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86. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare biscuits. Biscuits must be uniform in size, shape, color, and appearance, and must be light and airy, with a flaky crust.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers.
2. Select mixer, bowl, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix dough according to formula.
5. Rest dough.
6. Cut out biscuits.
7. Place on prepared pans.
8. Bake.
9. Depan.
10. Turn off/adjust oven temperature and dampers.

TOOLS AND EQUIPMENT

Oven
Mixer and mixer attachments
Bench
Scale and weights
Scale scoop
Ingredient scoop
Bowl
Cutter
Brush
Bowl
Dough hook
Spatula
Bench scraper
Sheet pans
Rolling pin
Liquid measures
Cooling rack
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

G. Duty: Preparing Breads, Yeast Dough Products, and Breakfast Batters

8. Task: Prepare biscuits

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

H. Duty: Preparing Cakes

1. Task: Prepare batter-type cake

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87. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare batter-type cake. Cake must be symmetrical in shape, be uniform in color, have even crumb, fine grain, and be moist and tender in texture.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Prepare, grease, and line pans.
5. Mix batter according to formula.
6. Scale batter into pans.
7. Bake.
8. Turn out cakes onto cooling racks.
9. Turn off/adjust oven temperature and dampers.
10. Finish.

TOOLS AND EQUIPMENT

Scale and weights
Liquid measures
Scale scoop
Ingredient scoop
Spatula
Oven
Mixer and mixer attachments
Bowl
Cooling racks
Pan holders
Pan liners
Assorted cake pans

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

H. Duty: Preparing Cakes

2. Task: Prepare foam-type cake

---

88. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare foam-type cakes. Cakes must be symmetrical in shape, have uniform color, even crumb, fine grain, and must be moist and tender in texture.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowls, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix ingredients according to formula:

    a. Sponge
        (1) Whip whole eggs and sugar.
        (2) Fold in sifted flour.

    b. Chiffon
        (1) Mix whole eggs, oil, and dry ingredients.
        (2) Whip egg whites.
        (3) Fold into batter.

    c. Angel Food
        (1) Whip egg whites.
        (2) Fold in dry ingredients.

5. Scale batter into pans.
6. Bake.
7. Turn out cakes.
8. Turn off/adjust oven temperature and dampers.
9. Finish.

TOOLS AND EQUIPMENT

Scale and weights
Liquid measures
Scale scoop
Ingredient scoop
Spatula
Oven
Assorted cake pans
Mixer and mixer attachments
Bowls
Cooling racks
Pan holders
Pan liners
Bowl scraper

H. Duty: Preparing Cakes

2. Task: Prepare foam-type cake

(Continued)

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

H. Duty: Preparing Cakes

3. Task: Prepare cheesecake

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89. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, ingredients, and prepared crust, prepare cheesecakes. Cheesecakes must be symmetrical in shape, have uniform color, even crumb, and must be moist and tender.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix ingredients according to formula.

    a. Heavy-type
      (1) Mix dry ingredients.
      (2) Add liquids.

    b. Light-type
      (1) Mix dry ingredients.
      (2) Add liquids.
      (3) Whip egg whites.
      (4) Fold into batter.

5. Line bottom of pan.
6. Scale batter into prepared pans.
7. Bake.
8. Turn off/adjust oven temperature and dampers.
9. Depan.
10. Finish.

TOOLS AND EQUIPMENT

Scale and weights
Liquid measures
Scale Scoop
Ingredient scoop
Oven
Cooling racks
Spatula
Assorted pans
Mixer and mixer attachments
Bowls
Pan holders
Bowl scraper

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

H. Duty: Preparing Cakes

3. Task: Prepare cheesecake

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

1. Task: Prepare puff pastry

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90. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare puff pastry. Puff pastry must be light and flaky; units must be uniform in size and appearance, with no waxy aftertaste.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix dough according to formula.
5. Rest dough in refrigerator.
6. Sheet dough.
7. Place roll-in on two-thirds of dough.
8. Fold uncovered dough onto middle third.
9. Fold remaining third on top.
10. Place on pan.
11. Roll out to border.
12. Refrigerate.
13. Remove from refrigerator and sheet.
14. Give a three-fold.
15. Refrigerate.
16. Repeat steps fourteen (14) and fifteen (15) twice more.
17. Make up puff paste varieties.
18. Place on prepared pan.
19. Rest puff pieces.
20. Wash eggs.
21. Bake starting on high.
22. Turn off/adjust oven temperature and dampers.
23. Finish cooling.

I. Duty: Preparing Pastries

1. Task: Prepare puff pastry

(Continued)

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Bowl
Scale and weights
Scale scoop
Ingredient scoop
Brush
Bench
Sheet pans
Silicone paper
Oven
Rolling Pin
Pastry wheel
Scraper
Liquid measures
Shortening brush
Refrigerator
Dough hook
Bowl scraper
Bench scraper
Pan holders
Sheeter
Cold top or marble top

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

2. Task: Prepare rolled pie shell

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91. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare pie shell. Pie shells must be uniform in size and color; baked shells must have an even, thin crust and must be flaky with no underbaked/overbaked areas.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix dough according to formula.
5. Refrigerate--Rest.
6. Scale dough.
7. Sheet dough.
8. Place in pie pan.
9. Press dough into pan.
10. Trim excess dough.
11. Bake shell before or after filling.
12. Turn off/adjust oven temperature and dampers.
13. Finish.

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Bowl
Dough hook
Liquid measures
Scraper
Rolling pin
Pie pans
Knife
Bench
Bench brush
Spatula
Refrigerator
Oven
Scale and weights
Scale scoop
Ingredient scoop
Sheeter
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

I. Duty: Preparing Pastries

2. Task: Prepare rolled pie shell

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

3. Task: Prepare pressed pie shell

---

92. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare pressed pie shell. Pressed pie shell must be uniform in size and color; must have even thickness and fine grain; and pressed pie shell must hold together without crumbling or breaking.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Crush ingredients according to formula.
5. Mix ingredients according to formula.
6. Press into pie plates.
7. Bake/chill.
8. Fill.

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Bowl
Liquid measures
Ingredient scoop
Scale scoop
Pan holders
Pie pans
Spatula
Oven
Refrigerator
Scale and weights

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

4. Task: Prepare fruit filling

---

93. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare fruit filling. Fruit filling must be free of lumps, clear, of a medium consistency, and must not run.

PERFORMANCE GUIDE

1. Turn on stove, if necessary.
2. Select kettle, if necessary.
3. Prepare type of fruit to be used:
   a. Frozen
   b. Canned
   c. Fresh
4. Weigh ingredients according to formula.
5. Boil sugar and juice mixture.
6. Prepare starch and juice/water mixture.
7. Combine sugar/juice and starch/juice mixture.
8. Cook until thick and clear.
9. Remove syrup from stove.
10. Fold in fruit.
11. Cool.
12. Finish.

TOOLS AND EQUIPMENT

Stove
Kettle(s)
Wooden paddle
Ingredient scoop
Liquid measures
Scale and weights
Scale scoop
Spatula
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

I. Duty: Preparing Pastries

4. Task: Prepare fruit filling

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

5. Task: Prepare cream/custard filling

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94. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare cream filling. Cream filling must be of a medium consistency, and must be smooth and creamy; filling must be uniform in color without starchy taste.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select stainless steel container.
3. Weigh ingredients according to formula.
4. Mix ingredients according to formula.
5. Cook.
6. Spread on sheet pan/hotel pan.
7. Cool filling.
8. Use or refrigerate filling in plastic/stainless steel container.

TOOLS AND EQUIPMENT

Scale and weights
Scale scoop
Ingredient scoop
Liquid measures
Paddle
Spatula
Sheet pan/hotel pan
Stove
Wire whip
Refrigerator
Plastic/stainless steel container
Pan holders
Kettle

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

6. Task: Prepare chiffon filling

---

95. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare chiffon filling. Chiffon filling must be light, aerated, uniform in color, and must not run.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Blend ingredients according to formula.
5. Pour into kettle.
6. Cook until boiling.
7. Remove from stove.
8. Stir in ingredients according to formula.
9. Chill filling.
10. Fold in egg white mixture.
11. Finish filling.
12. Place filling into crust.
13. Chill filling.

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Wire beater
Scale and weights
Scale scoop
Ingredient scoop
Spatula
Kettle
Bowls
Refrigerator
Spoon
Stove
Pan holders
Bowl scraper

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

I. Duty: Preparing Pastries

6. Task: Prepare chiffon filling

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

7. Task: Prepare meringue

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96. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare meringue. Meringue must be light, smooth, and must not weep.

PERFORMANCE GUIDE

1. Select mixer, bowl, and mixer attachments.
2. Weigh ingredients according to formula.
3. Place egg whites into bowl.
4. Whip until foamy.
5. Add sugar gradually.
6. Whip until stiff.
7. Finish meringue.
8. Pipe.
9. Bake.

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Bowls
Scale and weights
Scale scoop
Ingredient scoop
Spatula
Liquid measures
Pastry bag or tubes

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

8. Task: Prepare whipped topping

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97. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare whipped topping. Whipped topping must be smooth and light, and must have no greasy or waxy taste.

PERFORMANCE GUIDE

1. Select mixer, bowl, and mixer attachments.
2. Weigh ingredients according to formula.
3. Place all ingredients, except sugar, in bowl.
4. Whip at medium speed.
5. Add sugar gradually.
6. Whip.
7. Finish.
8. Refrigerate.

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Bowl
Scale and weights
Scale scoop
Ingredient scoop
Liquid measures
Spatula
Refrigerator

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

9. Task: Prepare eclair paste (pâte à choux) products

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98. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare eclair paste products. Eclair paste products must be light and hollow with thin, crisp walls; units must be uniform in size and color. (1)

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Deposit oil, water, and salt into kettle.
5. Bring to rolling boil.
6. Add flour.
7. Stir until mixture leaves sides of bowl.
8. Cool.
9. Place mix in mixer bowl.
10. Mix.
11. Add one-third of eggs.
12. Mix.
13. Scrape bowl.
14. Repeat steps eleven (11) through thirteen (13) twice more.
15. Deposit mix into pastry bag.
16. Bag out onto prepared pans.
17. Bake.
18. Turn off/adjust oven temperature and dampers.
19. Finish.

TOOLS AND EQUIPMENT

Stove
Oven
Kettle
Mixer and mixer attachments
Bowl
Pastry bag and tubes
Plastic scraper
Wire whip
Liquid measures
Sheet pans
Silicone paper
Pan holders

PREREQUISITE KNOWLEDGE

Tech. math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

I. Duty: Preparing Pastries

9. Task: Prepare eclair paste (pâte à choux) products

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

I. Duty: Preparing Pastries

10. Task: Prepare strudel

---

99. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, ingredients, and prepared filling, prepare strudel. Strudel must be uniform in size, have a light flaky crust, be evenly colored, and amply filled. (1)

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select mixer, bowl, and mixer attachments.
3. Weigh ingredients according to formula.
4. Mix according to formula.
5. Rest.
6. Place dough on cloth on bench.
7. Pull until dough covers cloth.
8. Dot with oil or butter.
9. Cut ten (10) inch strip of dough from border.
10. Place two (2) inches of filling along top edge of strip.
11. Roll dough.
12. Seal bottom.
13. Cut into pan-size lengths.
14. Place on prepared pans with seal down.
15. Slice top.
16. Repeat steps nine (9) through fifteen (15) until dough is used.
17. Wash.
18. Bake.
19. Turn off/adjust oven temperature and dampers.
20. Finish.

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Bowl
Scale and weights
Scale scoop
Ingredient scoop
Bench brush
Bench
Sheet pans
Silicone paper
Cloth covering
Oven
Pastry wheel
Scraper
Liquid measures
Dough hook
Shortening brush
Spatula
Knife
Pan holders

I. Duty: Preparing Pastries

10. Task: Prepare strudel

(Continued)

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

J. Duty: Preparing Fruit Desserts

1. Task: Prepare cold fresh fruit desserts

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100. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare cold fresh fruit desserts. Fresh fruit dessert must be arranged according to color, taste, texture, and variety; citrus fruits must be free of pith; and fruit must be free of pits, stems, seeds, and blemishes.

PERFORMANCE GUIDE

1. Select bowl.
2. Select fresh fruit.
3. Wash fruit.
4. Remove pits, stems, seeds, or cores.
5. Peel/pare fruit.
6. Cut/slice fruit.
7. Select serving dish.
8. Arrange fruit in serving dish.
9. Garnish.

TOOLS AND EQUIPMENT

Bowls
Brush
Paring knives
French knives
Serving dishes
Strainer

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

J. Duty: Preparing Fruit Desserts

2. Task: Prepare baked fruits

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101. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare baked fruits. Baked fruit must retain its firm shape and be tender when pierced with a fork.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select fresh fruit.
3. Wash fruit.
4. Remove pits, stems, seeds, or cores.
5. Peel/pare fruit.
6. Cut/slice fruit.
7. Place fruit in baking dish.
8. Add spices or seasonings.
9. Bake fruit.
10. Cool fruit.

TOOLS AND EQUIPMENT

Oven
Bowls
Strainer
Paring knives
Peeler
French knife
Baking dish
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

J. Duty: Preparing Fruit Desserts

3. Task: Prepare stewed fruits

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102. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare stewed fruits. Stewed fruits must be tender without being mushy.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select fresh fruit.
3. Wash fruit.
4. Remove pits, stems, seeds, or cores.
5. Peel/pare fruit.
6. Cut/slice fruit.
7. Place fruit in sauce pan.
8. Add water to cover fruit.
9. Add spices.
10. Heat to boiling point.
11. Simmer.
12. Cool.

TOOLS AND EQUIPMENT

Stove
Peeler
Brush
Bowl
Sauce pan
Spoons
Ladle
French knife
Paring knife
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

J. Duty: Preparing Fruit Desserts

4. Task: Prepare cobbler

---

103. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare cobbler(s). Cobbler must be thoroughly baked, yet moist; batter must not be spongy; and fruit must be firm but not wet.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select fruit.
3. Wash fruit.
4. Remove pits, stems, seeds, or cores.
5. Peel, pare, cut and/or slice fruit.
6. Drain fruit.
7. Weigh ingredients for batter according to formula.
8. Grease baking dish.
9. Pour batter into baking dish.
10. Spoon fruit onto batter.
11. Place baking pan in oven.
12. Bake.
13. Cool.

TOOLS AND EQUIPMENT

Oven
Strainer
Scale
Baking dish
Spatula
Bowl scraper
Bowls
Mixer and mixer attachments
Wire whip
Knife
Spoons
Ladle
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

J. Duty: Preparing Fruit Desserts

4. Task: Prepare cobbler

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

1. Task: Prepare gelatin dessert

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104. PERFORMANCE OBJECTIVE

Given tools and equipment formula, and ingredients, prepare gelatin dessert. Gelatin dessert must be light in texture, set, and not grainy.

PERFORMANCE GUIDE

1. Turn on stove.
2. Boil water.
3. Empty contents of gelatin packet into bowl.
4. Measure boiling water.
5. Add boiling water to gelatin powder.
6. Stir until powder is dissolved.
7. Measure cold water.
8. Add cold water to gelatin.
9. Stir until blended.
10. Chill gelatin until slightly thickened.
11. Add drained fruit.
12. Blend.
13. Pour gelatin into mold.
14. Chill.
15. Garnish before serving.

TOOLS AND EQUIPMENT

Stove
Refrigerator
Bowl
Mold
Pot
Measuring cups
Strainer
Spoons
Wire whip
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

K. Duty: Preparing Specialty Desserts

1. Task: Prepare gelatin dessert

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

2. Task: Prepare flavored ice

---

105. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare flavored ice. Flavored ice must have light, delicate taste, and ice must be evenly shaved.

PERFORMANCE GUIDE

1. Measure ingredients into bowl.
2. Mix until blended.
3. Freeze until solid.
4. Remove bowl from freezer.
5. Remove ice from bowl.
6. Feed ice into ice shaver.
7. Spoon shaved ice into serving dishes.
8. Garnish.

TOOLS AND EQUIPMENT

Bowls
Spoons
Wire whip
Measuring cups
Measuring spoons
Ice shaver
Serving dishes
Freezer

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

3. Task: Prepare ice cream and sherbet

---

106. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, ingredients, ice, and rock salt, prepare ice cream and sherbet. Ice cream and sherbet must have a light, smooth consistency with a delicate but distinguishable flavor.

PERFORMANCE GUIDE

1. Measure milk or cream into bowl.
2. Measure flavoring into bowl.
3. Blend with other ingredients.
4. Pour mixture into center of ice cream freezer.
5. Close cover on center section of ice cream freezer.
6. Layer ice and rock salt around outer section of ice cream freezer.
7. Freeze.

TOOLS AND EQUIPMENT

Ice cream freezer
Blender
Wire whip
Bowls
Rubber scraper
Spoons
Measuring cups
Measuring spoons

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

4. Task: Prepare parfait(s)

---

107. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare parfait(s). Parfait(s) must be arranged in neat, even layers of contrasting colors and complementary flavors, in accordance with formula.

PERFORMANCE GUIDE

1. Spoon layer of syrup/fruit/gelatin into parfait glass.
2. Spoon layer of ice cream into parfait glass.
3. Repeat steps 1-2 until glass is filled.
4. Freeze.
5. Garnish before serving.

TOOLS AND EQUIPMENT

Freezer
Spoons
Parfait glasses
Ice cream scoops

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

5. Task: Prepare mousse

---

108. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare mousse. Mousse must be light, fluffy, and of uniform consistency and color.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select bowl, mixer, and mixer attachments.
3. Weigh all ingredients according to formula.
4. Mix ingredients according to formula.
5. Heat mixture.
6. Pour mixture into bowl.
7. Rest mixture for five (5) minutes.
8. Fold in egg whites.
9. Pour into molds/dishes.
10. Chill.

TOOLS AND EQUIPMENT

Refrigerator
Liquid measure
Kettle
Mixer
Wire whip
Wooden spoon
Molds/dishes
Bowl
Scale and weights
Stove
Pan handlers

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

6. Task: Prepare bombe

---

109. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare bombe. Bombe must be dome-shaped, genoise must be moist, and filling must hold together when demolded.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Prepare molds.
3. Select bowl, mixer, and mixer attachments.
4. Weigh ingredients according to formula.
5. Prepare genoise mixture as per formula.
6. Pour mixture into molds.
7. Bake genoise.
8. Cool.
9. Cut out and remove center of genoise.
10. Brush inner cavity with liqueur.
11. Fill cavity.
12. Demold bombe.
13. Finish.
14. Turn off/adjust oven temperature and dampers.

TOOLS AND EQUIPMENT

Oven
Scale and weights
Liquid measures
Scale scoop
Ingredient scoop
Molds
Mixer and mixer attachments
Pastry brush
Knife
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

K. Duty: Preparing Specialty Desserts

6. Task: Prepare bombe

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

7. Task: Prepare melba

---

110. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare melba. Melba must have smooth and even consistency; must be pourable; and must not be tart or grainy.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select bowl.
3. Select fruit.
4. Wash fruit.
5. Dry fruit.
6. Measure ingredients according to formula.
7. Puree fruit.
8. Strain puree.
9. Add sugar.
10. Blend.
11. Chill.

TOOLS AND EQUIPMENT

Stove
Spatula
Bowl
Measuring spoons
Measuring cups
Strainer
Refrigerator
Blender
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

8. Task: Prepare baked Alaska

---

111. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare baked Alaska. Baked Alaska must be a uniform brown color, and ice cream must be firm.

PERFORMANCE GUIDE

1. Turn on/adjust oven temperature and dampers according to formula.
2. Select bowl, mixer, and mixer attachments.
3. Weigh ingredients according to formula.
4. Whip meringue.
5. Cut base:
   a. Cut 1/2" thick base pieces from sponge cake.
   b. Trim to oval shape.
6. Place on platter.
7. Mold ice cream on case base to form a dome.
8. Cover ice cream with meringue.
9. Pipe additional meringue to decorate.
10. Dust with powdered sugar.
11. Bake until brown--high oven.
12. Place in freezer or serve immediately.
13. Turn off/adjust oven temperature and dampers.

TOOLS AND EQUIPMENT

Oven
Scale and weights
Liquid measure
Mixer and mixer attachments
Ingredient scoop
Scale scoop
Wire whip
Pastry bag
Pastry tube
Icing spatula
Knife
Platter
Refrigerator
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

K. Duty: Preparing Specialty Desserts

8. Task: Prepare baked Alaska

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

K. Duty: Preparing Specialty Desserts

9. Task: Prepare soufflé

---

112. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, ingredients, and aluminum foil, prepare a soufflé. Soufflé must be high, light, fluffy, but not grainy, and lightly browned on top.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Measure and sift flour and salt.
4. Measure and heat milk. Measure sugar.
5. Preheat oven to 400°F. Lightly grease and sugar souffle dish as specified in recipe.
6. Mix sugar with egg yolks and flour in a saucepan. Gradually beat in hot milk and stir over low heat until thickened.
7. Simmer gently for two minutes, stirring continuously.
8. Remove custard from heat and cool slightly.
9. Beat egg whites until stiff and fold one large spoonful into custard and mix well, then fold lightened custard into remaining whites.
10. Place mixture by spoonfuls into souffle dish.
11. Place into oven on preheated cookie sheet, and bake according to recipe.
12. Garnish as directed.

TOOLS AND EQUIPMENT

Baking pan
Mixer and mixer attachments
Wire whip
Saucepan
Bowls
Spoons
Aluminum foil
Soufflé dishes
Measuring cups
Measuring spoons
Measuring spoons
Bowl scraper
Oven
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

K. Duty: Preparing Specialty Desserts

9. Task: Prepare soufflé

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

1. Task: Prepare glaze

---

113. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare glaze. Glaze must be of medium consistency, easily spreadable, and clear.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select kettle.
3. Weigh ingredients according to formula.
4. Combine ingredients according to formula.
5. Cook to rolling boil.
6. Remove from heat.
7. Turn off stove.
8. Finish.

TOOLS AND EQUIPMENT

Stove
Kettle
Scale and weights
Liquid measures
Scale scoop
Ingredient scoop
Spoon
Pastry brush
Bowl
Pan holders
Wire whip

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

2. Task: Prepare cooked icing

---

114. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare cooked icing. Icing must be of a smooth and even consistency, must be spreadable and evenly colored.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select kettle.
3. Weigh ingredients according to formula.
4. Combine ingredients according to formula.
5. Turn on mixer.
6. Beat egg whites.
7. Cook ingredients until syrup is formed.
8. Remove from heat.
9. Turn off stove.
10. Pour syrup gradually into mixer.
11. Mix.
12. Turn off mixer.
13. Finish.

TOOLS AND EQUIPMENT

Scale and weights
Stove
Liquid measure
Scale scoop
Ingredient scoop
Kettle
Spoons
Wire whip
Bowl
Pan holders
Mixer and mixer attachments

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

L. Duty: Preparing Confections

2. Task: Prepare cooked icing

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

3. Task: Prepare fondant icing

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115. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare fondant icing. Fondant must be of medium consistency, smooth, and glossy.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select kettle and cooking implements.
3. Weigh ingredients according to formula.
4. Combine ingredients according to formula.
5. Boil ingredients to syrup.
6. Turn off stove.
7. Pour syrup onto wet marble slab.
8. Sprinkle water over slab.
9. Cool.
10. Work edges toward center.
11. Remove fondant icing from marble slab.
12. Place icing in storage container and cover, if storing.
13. Heat over warm water before using.
14. Finish.

TOOLS AND EQUIPMENT

Scale and weights
Liquid measure
Kettle
Spoons
Ingredient scoop
Scale scoop
Thermometer
Marble slab
Pastry brush
Icing spatula
Stove
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

L. Duty: Preparing Confections

3. Task: Prepare fondant icing

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

4. Task: Prepare royal icing

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116. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare royal icing. Icing must be of medium consistency and easily piped.

PERFORMANCE GUIDE

1. Select bowl, mixer, and mixer attachments.
2. Weigh ingredients according to formula.
3. Combine ingredients according to formula.
4. Beat ingredients.
5. Cover with a damp cloth.
6. Finish/pipe out.

TOOLS AND EQUIPMENT

Scale and weights
Liquid measure
Ingredient scoop
Scale scoop
Mixer and mixer attachments
Wire whips
Spoons
Bowl
Pastry bag and tubes
Cloth

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

5. Task: Prepare buttercream icing

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117. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare buttercream icing. Icing must be light and of a spreadable, medium consistency.

PERFORMANCE GUIDE

1. Select bowl, mixer, and mixer attachments.
2. Weigh ingredients according to formula.
3. Combine ingredients according to formula.
4. Mix.
5. Finish.

TOOLS AND EQUIPMENT

Scale and weights
Liquid measure
Ingredient scoop
Scale scoop
Mixer and mixer attachments
Spoons
Bowl

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

6. Task: Ice cake

---

118. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, cake and icing, ice cake. Cake icing must be level and smooth; iced cake must have straight sides and a flat top and icing must not be spread too thick on cake.

PERFORMANCE GUIDE

1. Brush crumbs from cake.
2. Place cake on cake base.
3. Level cake.
4. Ice cake:
   a. One layer (sheet) cake
      (1) Ice top.
      (2) Ice sides.
   b. Multiple layer cake
      (1) Ice bottom layer.
      (2) Place second layer on top.
      (3) Ice top.
      (4) Ice sides.
5. Smooth all surfaces.
6. Finish.

TOOLS AND EQUIPMENT

Icing spatula
Turntable
Pastry brush
Cake circle/board
Doily

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

L. Duty: Preparing Confections

6. Task: Ice cake

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

7. Task: Prepare marzipan

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119. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare marzipan. Marzipan must be of a fine, smooth consistency and must be of a uniform color; marzipan must hold its shape when molded.

PERFORMANCE GUIDE

1. Select bowl, mixer, and mixer attachments.
2. Weigh ingredients according to formula.
3. Mix ingredients according to formula.
4. Mold into shapes.
5. Finish/store.

TOOLS AND EQUIPMENT

Mixer and mixer attachments
Scale and weights
Liquid measure
Scale scoop
Ingredient scoop
Rolling pin
Storage container
Spoons
Bowl
Spatula
Bowl scraper
Damp cloth

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

8. Task: Prepare mints

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120. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare mints. Mints must be of a thick consistency to hold shape, and must have uniform color and flavor.

PERFORMANCE GUIDE

1. Turn on stove according to formula.
2. Select kettle and cooking implements.
3. Weigh ingredients according to formula.
4. Mix ingredients according to formula.
5. Cook ingredients.
6. Remove from stove.
7. Turn off stove.
8. Add flavoring and color.
9. Add confectioner's sugar.
10. Mix.
11. Deposit into pastry bag.
12. Pipe out onto slab/paper/mat.
13. Finish.

TOOLS AND EQUIPMENT

Stove
Scale and weights
Liquid measures
Kettle
Thermometer
Spoons
Pastry bag and tubes
Marble slab/silicone paper/rubber mat
Scale scoop
Ingredient scoop
Spatula
Bowls
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

L. Duty: Preparing Confections

8. Task: Prepare mints

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

9. Task: Prepare pulled sugar work

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121. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare pulled sugar work. Pulled sugar must be pliable, glossy, and evenly colored.

PERFORMANCE GUIDE

1. Turn on stove.
2. Select kettle and cooking implements.
3. Weigh ingredients according to formula.
4. Mix ingredients according to formula.
5. Heat ingredients.
6. Remove scum.
7. Wash down sides of kettle repeatedly.
8. Cook.
9. Oil marble slab.
10. Pour sugar syrup onto slab.
11. Turn off stove.
12. Work edges toward middle.
13. Pull mixture until silky.
14. Place sugar on canvas sheet.
15. Place under heat lamp.
16. Shape.
17. Cool.

TOOLS AND EQUIPMENT

Scale and weights
Scale scoop
Ingredient scoop
Liquid measure
Kettle
Spatula
Canvas sheet
Deerskin gloves
Pastry brush
Skimmer
Marble slab
Heat lamp
Spoon
Stove
Pan holders
Thermometer

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

L. Duty: Preparing Confections

9. Task: Prepare pulled sugar work

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

10. Task: Prepare gum paste (pastillage)

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122. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare gum paste (pastillage). Pastillage must be smooth, free of lumps, and of a consistency thick enough to hold its shape without cracking.

PERFORMANCE GUIDE

1. Select bowl, mixer, and attachments.
2. Weigh ingredients according to formula.
3. Clean and dry molds or marble slab.
4. Dust molds/marble slab with cornstarch.
5. Mix according to formula.
6. Place dough in storage container and cover.
7. Remove dough from storage container.
8. Force dough into molds or roll dough onto slab.
9. Demold or cut out pieces in slab.
10. Dry.
11. Sand.
12. Thin with water or egg white.
13. Piece together.

TOOLS AND EQUIPMENT

Scale and weights
Liquid measure
Scale scoop
Ingredient scoop
Marble slab/molds/formica top/
  glass surface
Spoon

Spatula
Rolling pin/sheeter
Mixer and mixer attachments
Bowl
Sandpaper
Brush

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

L. Duty: Preparing Confections

10. Task: Prepare gum paste (pastillage)

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

L. Duty: Preparing Confections

11. Task: Decorate specialty cakes

---

123. PERFORMANCE OBJECTIVE

Given tools and equipment, cake design, and ingredients, decorate specialty cakes. Specialty cake must be level, symmetrical, and stable; and shape and decoration must correspond to the design stated in the job order.

PERFORMANCE GUIDE

1. Obtain cake base.
2. Place doily on cake base.
3. Brush loose crumbs from cake.
4. Cut cake into shapes.
5. Assemble cake pieces.
6. Place cake on turntable.
7. Ice.
8. Apply decoration as specified in job order.

TOOLS AND EQUIPMENT

Cake base
Cake turntable
Spatulas
Knife
Pastry bags
Piping cones
Doily
Decorating tube
Scissors

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

M. Duty: Preparing Salads and Cold Items

1. Task: Make/assemble seafood cocktails

---

124. PERFORMANCE OBJECTIVE

Given recipe, access to ingredients, cutting board, sharp knife, cocktail glasses and plastic wrap, make/assemble seafood cocktails. The ingredients must be fresh in color and texture. The cocktails must be attractive in appearance, pleasing in flavor, well seasoned, chilled to the correct temperature and served with proper sauce.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Cook seafood and cool.
4. Remove bones, shell or other inedible parts; cut into pieces if required by recipe.
5. Arrange seafood in cocktail glasses with salad greens, other vegetables, and/or sauce as required by recipe.
6. Garnish.
7. Cover and chill until serving time.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Cutting board
Sharp knife
Cocktail glasses
Plastic wrap

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

M. Duty: Preparing Salads and Cold Items

1. Task: Make/assemble seafood cocktails

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

M. Duty: Preparing Salads and Cold Items

2. Task: Make fruit salads

---

125. PERFORMANCE OBJECTIVE

Given a recipe and necessary ingredients, a paring knife, an apple corer, a melon baller, ascorbic acid, mixing bowls and spoon, dressing, and serving bowls, make a fruit salad. The ingredients must be well drained, be cut large enough to retain their identity, and must not be discolored.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near equipment.
3. Wash fresh fruits and salad greens thoroughly in a sink of clear water; drain.
4. If canned fruits are used, drain or retain syrup.
5. Peel, pare, and/or core the fruit.
6. Place fruit in a bowl.
7. Cut melons in half and remove the seeds and pulp.
8. Sprinkle fruits that brown easily with commercial ascorbic acid or citrus juice diluted with cold water.
9. Arrange the salad greens on a plate or in bowl(s).
10. Cut fruits and melons into desired shapes and sizes.
11. Gently mix the well-drained fruits and melon according to the recipe.
12. Arrange the fruits on the salad greens, cover, and chill.

TOOLS AND EQUIPMENT

Recipe
Necessary ingredients
Paring knife
Apple corer
Melon baller
Mixing bowls
Spoon
Dressing
Serving bowls/platter
Ascorbic acid

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

M. Duty: Preparing Salads and Cold Items

2. Task: Make fruit salads

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

M. Duty: Preparing Salads and Cold Items

3. Task: Make vegetable salads

---

126. PERFORMANCE OBJECTIVE

Given a recipe, vegetables, paring knife, vegetable peeler, brush, mixing bowl, spoon, grater, and plastic wrap, make a fresh vegetable salad. The salad ingredients must be crisp, cut large enough to retain their identity, and must retain their original color.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near equipment.
3. Wash the salad greens thoroughly in a sink of cold, clear water; remove by lifting greens out of water.
4. Wash and scrub the vegetables in a sink of cold, clear water.
5. If canned vegetables are used, drain or retain syrup.
6. Pare and/or scrape the inedible parts of the vegetables.
7. Break the greens to be used in the body of the salad into bite-sized pieces.
8. Slice remaining vegetables into desired shapes and sizes.
9. Combine the ingredients.
10. Cover and refrigerate until serving time.

TOOLS AND EQUIPMENT

Recipe
Ingredients/vegetables
Paring knife
Vegetable peeler
Mixing bowl
Grater
Plastic wrap
Serving bowls/platter
Brush
Spoon

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

M. Duty: Preparing Salads and Cold Items

3. Task: Make vegetable salads

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

M. Duty: Preparing Salads and Cold Items

4. Task: Make congealed salads

---

127. PERFORMANCE OBJECTIVE

Given recipe, gelatin, water or other liquid, fruits or vegetables, salad oil, brush, paring knife, mixing bowl and spoon, gelatin mold, garnish ingredients, and serving plate, make a congealed salad. The salad must be firmly gelled and retain its shape when unmolded. The fruits and vegetables must be evenly dispersed throughout the gelatin mixture.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near equipment.
3. Place powdered gelatin in mixing bowl; mix gently with liquid according to package directions.
4. Place the gelatin mixture in the refrigerator; let chill until partially set.
5. Wash fresh fruits and/or vegetables thoroughly; pare, scrape, and/or core.
6. Thoroughly drain canned fruits and/or vegetables.
7. Cut fruits and/or vegetables into serving size pieces.
8. Remove partially set gelatin from refrigerator; mix the fruit and/or vegetables into the gelatin.
9. Pour mixture into greased mold(s).
10. Chill until firm.
11. Unmold the congealed salad on appropriate base and garnish.
12. Place unmolded salad into refrigerator until ready to be served.

TOOLS AND EQUIPMENT

Recipe
Gelatin
Liquids
Fruits (vegetables)
Gelatin mold
Serving plate
Salad oil
Brush
Paring knife
Mixing bowl
Garnish ingredients

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

M. Duty: Preparing Salads and Cold Items

4. Task: Make congealed salads

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

M. Duty: Preparing Salads and Cold Items

5. Task: Make salads from meat, seafood or fowl

---

128. PERFORMANCE OBJECTIVE

Given a recipe and access to the ingredients, a cutting board, a sharp knife, a saucepan, skillet, or baking dish, a measuring cup and spoons, a mixing bowl and spoon, and a covered storage container, prepare a salad from meat, seafood, or fowl. The meat, seafood, or fowl and/or other cooked ingredients used in the salad must be well done and easy to chew; the salad ingredients must be cut into bite-size pieces, must be well blended, and must be free of bones or bone slivers.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Cook meat, seafood, or fowl, drain and cool.
4. Trim and remove bones from meat, seafood, or fowl; cut into cubes, slices, or strips.
5. Wash and/or drain salad greens.
6. Measure the ingredients.
7. Cook other salad ingredients, if necessary.
8. Combine the ingredients according to the directions of the recipe.
9. Marinate the salad if required by recipe.
10. Cover and place in the refrigerator.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Cutting board
Sharp knife
Saucepan
Skillet
Measuring cup
Spoons (measuring)
Mixing bowl
Spoon
Covered storage container
Baking dish

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

M. Duty: Preparing Salads and Cold Items

5. Task: Make salads from meat, seafood or fowl

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

M. Duty: Preparing Salads and Cold Items

6. Task: Make vegetable relishes

---

129. PERFORMANCE OBJECTIVE

Given fresh vegetables, vegetable brush, paring knife, vegetable peeler, ascorbic acid, paper towels, ice or ice water, and serving dish, make vegetable relishes. Vegetables must be crisp, fresh, well chilled, free from blemishes or discoloration and arranged in a pleasing fashion.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash vegetables thoroughly; dry.
4. Remove stems, peels, seeds, or other inedible or blemished parts.
5. Cut vegetables into desired sizes and shapes.
6. Treat vegetables that darken with ascorbic acid.
7. Crisp vegetables in ice or ice water as necessary.
8. Drain on paper towels.
9. Arrange on serving platter.

TOOLS AND EQUIPMENT

Fresh vegetables
Vegetable brush
Paring knife
Vegetable peeler
Paper towels
Ice
Ice water
Serving dishes
Ascorbic acid

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

M. Duty: Preparing Salads and Cold Items

7. Task: Prepare salad dressings

---

130. PERFORMANCE OBJECTIVE

Mayonnaise-based salad dressings must be a combination of salad oil, vinegar, and seasonings which are held in a semi-permanent suspension by the addition of eggs (emulsion).

PERFORMANCE GUIDE

1. Select recipe and adjust to servings required.
2. Assemble equipment.
3. Collect and measure ingredients.
4. Blend ingredients as directed in recipe.
5. Prepare for serving or store for transport according to regulations; label.

TOOLS AND EQUIPMENT

Recipe
Number of servings needed
Salad oil
Vinegar
Eggs
Seasonings
Measuring equipment
Mixing equipment
Blender
Refrigerator
Serving dish/ladle
Transportable storage containers
Labeling materials

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

M. Duty: Preparing Salads and Cold Items

7. Task: Prepare salad dressings

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

1. Task: Boil (stew) fruits

---

131. PERFORMANCE OBJECTIVE

Given fruit, recipe, sugar, spices, acid fruit/fruit juice, knife, saucepan, fork and/or spoon, boil fruit. The fruit must be firm, moist, and tender in texture with natural color, flavor and aroma.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Bring measured amount of water to a boil while washing fruit thoroughly, removing core, blemishes, skin.
4. Cut, slice, or dice according to directions in recipe.
5. Add sugar and/or spices, lemon juice or acid fruit (if needed) to boiling water, stir to dissolve.
6. Add fruit.
7. Bring again to rapid boil. Reduce heat.
8. Simmer until tender or shortly under.
9. Remove from heat; let cool in liquid.
10. Cover and chill if required.

TOOLS AND EQUIPMENT

Fruit
Recipe
Spices
Knife
Fork/spoon
Sugar
Fruit juices
Saucepan

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

2. Task: Boil vegetables

---

132. PERFORMANCE OBJECTIVE

Given vegetables, recipe, sharp knife, saucepan, fork and/or spoon, boil vegetables. The vegetables must retain original shape, color, and flavor. They must cut easily but not be "mushy."

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Use one of the following methods to cook vegetables:
   a. Fresh Vegetables
      (1) Bring water to boil and add seasonings.
      (2) Remove blemishes, cores, skins from vegetables and add vegetables to boiling water.
   b. Frozen Vegetables
      (1) Bring water to boil, add seasoning if necessary.
      (2) Place unthawed vegetables directly in boiling water.
      (3) Cook given length of time.
   c. Canned Vegetables
      (1) Drain vegetables, bring liquid to boil.
      (2) Place drained vegetables in boiling liquid.
4. Cover yellow and red vegetables while cooking. Leave white and green vegetables uncovered for the first few minutes.
5. Bring to a boil again; reduce heat and simmer for required length of time.
6. Cook until done.

TOOLS AND EQUIPMENT

Recipe
Sharp knife
Saucepan
Fork/spoon

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

2. Task: Boil vegetables

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

3. Task: Prepare pastas and rice

---

133. PERFORMANCE OBJECTIVE

Given a recipe, pasta, rice, salt, oil, large saucepan, colanders, and long fork, cook the pasta, (e.g., spaghetti or noodles) and rice. The pasta and rice must be tender, not mushy or sticky.

PERFORMANCE GUIDE

1. Read instructions on pasta box or package.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Measure and heat water to a boil.
4. Cook pasta and rice according to one of the following procedures.
    a. Pasta
        (1) Measure and heat water to a boil.
        (2) Add required amount of salt and oil.
        (3) Add pasta gradually.
        (4) Return to boiling. Reduce heat, simmer until tender, stirring occasionally.
        (5) Cook until done.
        (6) Drain well.
        (7) Rinse with hot or cold water or add butter or oil to prevent sticking.
    b. Rice
        (1) Add salt and rice to boiling water.
        (2) Stir, cover tightly.
        (3) Cook on low heat until all water is absorbed.
        (4) Cook until done.
        (5) Remove from heat and let stand 5-10 minutes.

TOOLS AND EQUIPMENT

Recipe
Pasta
Rice
Salt
Large saucepan
Colanders
Long fork
Oil

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

3. Task: Prepare pastas and rice

(Continued)

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

4. Task: Steam vegetables

---

134. PERFORMANCE OBJECTIVE

Given a recipe, vegetables, seasonings, garnish ingredients, vegetable brush, paring knife, steamer or pressure cooker, and serving dish, steam vegetables. The vegetables must retain original shape and color, cut easily, and not be mushy.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Measure and heat water to a boil. Add seasoning.
4. Prepare vegetables by washing, paring and cutting, slicing or cubing.
5. Place vegetables in basket or rack in cooking pot, cover.
6. Cook for required time.
7. Remove from heat.
8. If using pressure cooker, cool according to equipment before opening.
9. Season, garnish, and serve.

TOOLS AND EQUIPMENT

Recipe
Vegetables
Garnish ingredients
Paring knife
Pressure cooker
Serving dishes
Seasonings
Vegetable brush
Steamer

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

5. Task: Fry vegetables

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135. PERFORMANCE OBJECTIVE

Given a recipe, vegetables, fat or oil, and other necessary ingredients, vegetable brush, paring knife, fork and/or spoon, slotted spoon, deep fat fryer, serving utensils, and paper towels, fry vegetables. The vegetables must be crisp in texture, evenly browned, and not greasy to the touch or taste.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash vegetables and remove stems, blemishes, cores and cut as instructed in recipe.
4. Prepare a batter, if needed, according to recipe.
5. Fill fryer to correct level with fat or oil and heat to desired temperature.
6. Heat empty fry basket briefly in hot fat.
7. Dip vegetables in batter if recipe requires. Drain well.
8. Place vegetables in fry basket.
9. Lower into hot fat.
10. Fry until lightly browned and tender.
11. Drain in fry basket or on paper toweling.
12. Season vegetables.
13. Arrange on serving utensils or warmer.
14. Cool and filter fat.

TOOLS AND EQUIPMENT

Recipe
Vegetable
Fat
Fork/spoon
Deep fat fryer
Paper towels
Oil
Vegetable brush
Paring knife
Slotted spoon
Serving utensils

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

5. Task: Fry vegetables

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

6. Task: Saute vegetables

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136. PERFORMANCE OBJECTIVE

Given recipe, vegetables, fat or oil, seasonings, and other necessary ingredients, a vegetable brush, paring knife, grater, and skillet, saute vegetables. The vegetables must be easy to cut, not mushy, must retain original shape, may be clear or light brown in color, without retaining excess grease.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash vegetables thoroughly, remove stems, cores, blemishes, and/or skin; dry on clean surface.
4. Shred or cut vegetables into small pieces or slices as directed in recipe.
5. Dredge or dip in a coating, if required by recipe.
6. Add seasonings and other ingredients.
7. Heat small amount of fat or oil in skillet.
8. Place vegetables in skillet.
9. Cook quickly, maintaining medium high temperature.
10. Remove when lightly browned or clear and drain.

TOOLS AND EQUIPMENT

Recipe
Vegetables
Oil
Seasonings
Ingredients
Vegetable brush
Paring knife
Grater
Skillet

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

6. Task: Saute vegetables

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

7. Task: Bake fruits/vegetables

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137. PERFORMANCE OBJECTIVE

Given fresh fruit/vegetable, recipe, butter, seasonings and other ingredients, vegetable brush, paring knife, corer, cover and baking pan, bake fruit/vegetable. The fruit/vegetable must be thoroughly cooked, pleasantly flavored, and retain their natural shape and color.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat oven to specified temperature.
4. Wash, trim, and dry fruit/vegetable.
5. Brush surface with butter or other seasoning.
6. Add sugar, seasonings as directed in recipe.
7. Place fruit/vegetable in shallow pay on the middle oven rack. Add water if necessary and bake as directed.
8. Cook until done.
9. Remove from oven.

TOOLS AND EQUIPMENT

Fresh fruit
Vegetables
Recipe
Seasonings
Paring knife
Corer
Baking pan and cover
Butter
Vegetable brush

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

8. Task: Braise vegetables

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138. PERFORMANCE OBJECTIVE

Given vegetables, recipe, fat or oil, seasonings, vegetable brush, paring knife, and skillet or saucepan and cover, braise vegetables. The vegetables must be tender but not mushy, retaining original color and shape.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash vegetables, trim, and remove cores.
4. Cut vegetables into uniform slices.
5. Put small amount of fat or oil in skillet or pan and melt.
6. Sprinkle vegetables lightly with water, if dry.
7. Place in hot fat, cover, cook until well browned.
8. Add seasoning and liquid as required by recipe. Cover.
9. Bring vegetables to boil; reduce heat and cook until tender; shake pan as necessary.
10. Remove from heat.

TOOLS AND EQUIPMENT

Vegetables
Recipe
Oil
Vegetable brush
Skillet
Saucepan/cover
Seasoning
Paring knife

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

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N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

9. Task: Glaze fruits/vegetables

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139. PERFORMANCE OBJECTIVE

Given recipe, fruit/vegetable, butter or margarine, sugar, water, paring knife, spoon, candy thermometer, saucepan, and baking dish, glaze the fruit/vegetables either by cooking in the oven or on top of the range. The glaze must be of smooth, clear texture and the vegetable must possess natural color and flavor.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash, trim, and cut fruit/vegetable.
4. Cook fruit/vegetable according to directions and drain.
5. Use one of the following methods to glaze:
   a. For Oven Glazing:
      (1) Place fruit/vegetables in baking dish.
      (2) Sprinkle with sugar.
      (3) Add small amount of water.
      (4) Cook in moderate oven until well glazed.
   b. For Top of Range Glazing:
      (1) Melt butter or margarine and sugar in pan.
      (2) Heat mixture and check for desired temperature.
      (3) Add fruit/vegetables.
      (4) Cook until tender and well glazed.
6. Remove from heat.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Paring knife
Spoon
Candy thermometer
Saucepan
Baking dish

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

9. Task: Glaze fruits/vegetables

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

N. Duty: Preparing and Cooking Fruits, Vegetables, and Starches

10. Task: Clean/prepare fresh fruits/vegetables

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140. PERFORMANCE OBJECTIVE

Given fruits/vegetables, paring knife, colander, cutting board, vegetable slicer, vegetable brush, and shredder, clean/prepare raw fruits/vegetables. The fruit/vegetables must be clean, without grit; uniformly cut and must retain their original color.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near the equipment.
2. Wash fruits/vegetables.
3. Trim fruits/vegetables of inedible parts.
4. Cut as directed (either by hand or machine).
5. Store in cool place.

TOOLS AND EQUIPMENT

Ingredients
Paring knife
Colander
Cutting board
Vegetable slicer
Vegetable brush
Shredder

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

O. Duty: Preparing and Cooking Sandwiches

1. Task: Slice meats, cheeses, and other items

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141. PERFORMANCE OBJECTIVE

Given chilled boneless meats, cheeses, or other items, a slicer, and a platter or one-half sheet pan, slice meats, cheeses, or other items. The slices must be uniform in size, shape, and thickness, and mush have been sliced across the grain.

PERFORMANCE GUIDE

1. Organize the work area by washing hands and assembling supplies near the equipment.
2. Determine that meats, cheeses, or other items are thoroughly chilled, boneless, and no wrapper.
3. Pull the hand guard completely away from the slicer face.
4. Place the meat, cheese, or other item on the slicer face with the flattest side cradled by the movable arm, and the meat grain perpendicular to the slicer face.
5. Replace the hand guard by securing it on top of the meat, cheese or other items.
6. Set the slicer dial to the desired slice size.
7. Turn on the slicer.
8. Place the right hand on the hand guard, advance the slicer arm as far as it will go across the revolving blade. Simultaneously, catch the slice with the open palm of the left hand.
9. Return the slicer arm by pulling it back until it stops, then repeat the process until completion. Catch each slice and neatly assemble on a holding platter or half sheet pan for portioning. Cover sliced items and refrigerate.
10. Turn the slicer off and unplug.

TOOLS AND EQUIPMENT

Ingredients
Slicer
Platter

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

O. Duty: Preparing and Cooking Sandwiches

1. Task: Slice meats, cheeses, and other items

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

O. Duty: Preparing and Cooking Sandwiches

2. Task: Assemble cold sandwiches

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142. PERFORMANCE OBJECTIVE

Given sliced bread, sandwich ingredients, condiments, garnishes, a portion scale, wax paper squares, toothpicks, recipe, serrated-edge knife, sandwich spreader, toaster, cutting board, and a chilled plate, assemble ingredients and make a cold sandwich ready for service. The sandwich must contain accurate portions of all ingredients, must hold together, and be neatly arranged and garnished. The ingredients must be evenly distributed over the bread and not protrude from the edges.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Portion the sandwich ingredients according to the recipe, using wax paper squares for dividers.
4. Toast bread, if necessary.
5. Place one slice of bread on cutting board, and spread with desired condiment. Assemble other ingredients on the bread.
6. Place one slice of bread on top of the ingredients, making sure to align the tops of the two bread slices. Place a frilled toothpick in the upper right and bottom left corners, about one inch in toward the center.
7. Cut the sandwich in half diagonally, from the top left to the bottom right corners.
8. Arrange sandwich pleasingly on a plate, with garnish.

TOOLS AND EQUIPMENT

Ingredients
Portion scale
Wax paper squares
Toothpicks (fancy)
Recipe
Sandwich spreader
Toaster
Cutting board
Chilled plate
Serrated-edged knife

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

O. Duty: Preparing and Cooking Sandwiches

2. Task: Assemble cold sandwiches

(Continued)

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

O. Duty: Preparing and Cooking Sandwiches

3. Task: Prepare grilled sandwiches

143. PERFORMANCE OBJECTIVE

Given margarine, a butter spreader, sliced bread, recipe, sandwich ingredients, portion scale, wax paper squares, grill, cutting board, serrated-edge knife, a warmed plate, condiments, garnishes, spatula, grill brick, and grill oil, prepare a grilled sandwich. The sandwich must be hot, evenly browned, not greasy to the touch or taste, and neatly arranged on the plate along with the condiments or garnish. The ingredients must be warmed throughout, evenly distributed, and not protruding from the edges.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat the grill to 350°F, and season if necessary.
4. Place one slice of bread on cutting board and assemble sandwich by arranging the ingredients on the bread. Place another slice of bread on top, aligning the tops of the bread slices.
5. Heat sandwich ingredients separately before grilling if ingredients are more than one half inch thick.
6. Prepare the sandwich for grilling by one of the following methods:
    a. Grilled
        (1) Spread margarine lightly and evenly on the top slice of bread.
        (2) Lay the sandwich on the grill, placing buttered face down.
        (3) Spread the new top piece lightly and evenly with margarine.
    b. Egg-Butter Grilled
        (1) Dip the completed sandwich in one-third mild; two-thirds egg batter and place on greased grill.

TOOLS AND EQUIPMENT

Margarine
Butter spreader
Sliced bread
Recipe
Sandwich ingredients
Portion scale
Wax paper squares
Grill
Cutting board
Serrated-edge knife
A warmed plate
Condiments
Garnishes
Spatula
Grill brick
Grill oil

O. Duty: Preparing and Cooking Sandwiches

3. Task: Prepare grilled sandwiches

(Continued)

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

O. Duty: Preparing and Cooking Sandwiches

4. Task: Assemble hot sandwiches

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144. PERFORMANCE OBJECTIVE

Given sliced bread or hamburger rolls, toaster, grill, butter spreader, margarine, cooked sandwich ingredients, condiments, garnishes, warmed plate, tongs or spatula, recipe, appropriate sauce or gravy, and ladle, assemble a hot sandwich, ready for service. The sandwich must be hot, with the meat evenly distributed on bread or roll. The bread or roll must be evenly browned or toasted with no greasy appearance or taste. The sandwich must be neatly arranged on the plate along with the condiments or garnishes. If a sauce or gravy is applied, it must uniformly cover the sandwich without covering more than one inch of the exposed plate away from any sandwich edge.

PERFORMANCE GUIDE

1. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Toast sliced bread, or spread margarine lightly and evenly on hamburger bun halves and grill.
4. Place toast or bun on a warm plate, and apply condiments if required by the recipe.
5. Arrange sandwich ingredients pleasingly on toast or bun and apply sauce, gravy, or garnishes.

TOOLS AND EQUIPMENT

Ingredients
Butter spreader
Recipe
Wax paper squares
Cutting board
Serrated-edge knife
Grill brick
Toaster
Butter
Bread
Portion scale
Grill
Spatula
Warmed plate
Grill oil
Tongs

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

O. Duty: Preparing and Cooking Sandwiches

4. Task: Assemble hot sandwiches

(Continued)

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

1. Task: Make stocks: chicken, fish, and beef

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145. PERFORMANCE OBJECTIVE

Given recipe, stock pot or steam kettle, chicken, fish, beef portions and/or bones, vegetables, seasonings, other stock ingredients, skimmer, strainer, cheesecloth, plastic holding containers and roasting pan, prepare a chicken, beef, or fish stock. The stock must be clear, have a fresh flavor, and be free of fat and salt.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash and rinse bones in cold water.
4. Prepare stock by one of the following methods:
    a. Chicken
        (1) Place ingredients in stock pot or kettle, cover with cold water.
        (2) Bring stock to a boil, skim surface fat.
        (3) Reduce to a simmer for three hours, skimming as necessary.
    b. Beef
        (1) Place bones in roasting pan, brown in oven at 400°F, turning occasionally to ensure even browning.
        (2) Place bones in stock pot or kettle, deglaze roasting pan with water, and add to stock.
        (3) Cover bones with cold water and bring stock to a boil.
        (4) Skim and reduce to a simmer for three hours.
        (5) Brown vegetable ingredients in roasting pan in 400°F oven. Deglaze pan and add to stock.
        (6) Add vegetable ingredients, herbs, and spices to stock.
        (7) Simmer for three more hours, skimming as necessary.
    c. Fish
        (1) Place stock ingredients in stock pot or kettle, cover ingredients with cold water.
        (2) Bring stock to a boil.
        (3) Reduce to a simmer for one hour, skimming as necessary.
5. Strain stock through cheesecloth and strainer combination into plastic container and dispose of stock ingredients.
6. Cool, then refrigerate. Remove congealed fat when chilled thoroughly.

P. Duty: Preparing and Cooking Soups and Sauces

1. Task: Make stocks: chicken, fish, and beef

(Continued)

TOOLS AND EQUIPMENT

Recipe
Steam kettle
Skimmer
Cheesecloth
Roasting pan
Stock pot
Ingredients
Strainer
Plastic holding containers

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

2. Task: Make clear soups

---

146. PERFORMANCE OBJECTIVE

Given recipe, stock pot, spoon, vegetable, seasoning, stock, and a soup tureen, prepare a clear soup. The soup must be hot, flavorful, contain appropriate amounts of the vegetable, be seasoned to taste, be clear except for the vegetables, and free of fat.

PERFORMANCE GUIDE

1. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize the work area by washing hands and assembling supplies near the equipment.
3. Heat the stock in the stock pot until it simmers.
4. Add the vegetable and simmer until the vegetable is cooked, if necessary.
5. Season to taste.
6. Transfer the soup to the tureen and hold for service.

TOOLS AND EQUIPMENT

Recipe
Spoon
Seasoning
Soup tureen
Stock pot
Vegetables
Stock

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

3. Task: Make thick soups (puree)

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147. PERFORMANCE OBJECTIVE

Given a recipe, stock pot, spoon, legumes, seasoning, other necessary ingredients, strainer and soup tureen, prepare a thickened soup. The soup must be hot, flavorful, contain required amounts of ingredients, be seasoned to taste, free of fat, and maintain a smooth, even consistency.

PERFORMANCE GUIDE

1. Read the recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash and soak legumes (peas, beans, etc.) overnight.
4. Rinse legumes, add ingredients, and simmer.
5. Strain soup, then puree vegetables, and re-add to stock.
6. Season to taste.
7. Transfer the soup to a tureen and hold for service.

TOOLS AND EQUIPMENT

Recipe
Spoon
Seasoning
Strainer
Stock pot
Legumes
Ingredients
Soup tureen

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

4. Task: Make cream soups

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148. PERFORMANCE OBJECTIVE

Given a recipe, soup pot, spoon, whisk, vegetables, flour, stock, seasoning, cream, and a soup tureen, prepare a cream soup. The soup must be hot, be appropriately thick, be seasoned to taste, flavorful, free of fat, and possess a smooth, even consistency.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Cook vegetables.
4. Prepare a roux in a separate pan.
5. Add the stock slowly to roux, stirring constantly until thickened.
6. Add the cooked vegetables to thickened stock.
7. Add the cream to finish and season to taste.
8. Transfer the soup to the tureen and hold for service.

TOOLS AND EQUIPMENT

Recipe
Soup pot
Spoon
Whisk
Vegetables
Ingredients
Soup tureen

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

5. Task: Make brown sauce and variations

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149. PERFORMANCE OBJECTIVE

Given a recipe, sauce pot, wooden spoon, slotted spoon, vegetables, seasoning, fat, flour, stock, other necessary ingredients, whisk, strainer, cheesecloth, sauce tureen, and garnish for one variation, prepare a brown sauce. The sauce must be smooth, shining, have a rich, brown color and a flowing consistency. It must be hot, fresh, flavorful, and contain accurate amounts of thickening and garnish.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Brown the vegetables in fat, remove from pan with slotted spoon, then add flour and make a brown roux.
4. Add the stock and other ingredients and simmer.
5. Strain, then season to taste.
6. Transfer to a sauce tureen and hold for service.
7. Add garnish appropriate for one derivative.

TOOLS AND EQUIPMENT

Recipe
Sauce pot
Wooden spoon
Slotted spoon
Vegetables
Whisk
Strainer
Cheesecloth
Sauce tureen
Garnish
Ingredients

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

P. Duty: Preparing and Cooking Soups and Sauces

5. Task: Make brown sauce and variations

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

6. Task: Make tomato sauce and variations

---

150. PERFORMANCE OBJECTIVE

Given recipe, sauce pot, spoon, vegetable(s), seasoning, other necessary ingredients, strainer, food mill, a sauce tureen, prepare a tomato sauce. The sauce must be smooth, have a consistency appropriate to usage, hot, with a fresh, nonacidic flavor and a deep red color.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Saute' vegetables, then add other ingredients and simmer.
4. Strain stock, then puree vegetables in food mill, re-add to stock.
5. Season to taste.
6. Place in sauce tureen and hold for service.
7. Add the garnish appropriate for one derivative.

Note: Variations to the tomato sauce will be dependent upon variable ingredients (i.e., chilies, celery, seasonings).

TOOLS AND EQUIPMENT

Recipe
Sauce pot
Vegetables
Strainer
Sauce tureen
Spoon
Ingredients
Food mill

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

7. Task: Make hollandaise sauce

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151. PERFORMANCE OBJECTIVE

Given a recipe, stainless steel bowl, a saucepan/skillet, whisk, spices, butter, egg yolks, lemon juice, hollandaise sauce ingredients, strainer, cheesecloth, and a sauce tureen, prepare hollandaise sauce. The sauce must be warm, smooth, have a pale blonde color, and a flowing consistency. It must be fresh and flavorful.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Place skillet on stove and simmer water.
4. Melt butter in small saucepan.
5. Place a clean saucepan in simmering water, add yolks (and water if desired).
6. Whisk yolks until frothy and slightly thickened.
7. Remove saucepan and add melted butter while whisking vigorously.
8. Add lemon juice and whisk.
9. Season to taste (i.e., salt and cayenne) and whisk.
10. Place in sauce tureen and hold for service.

TOOLS AND EQUIPMENT

Recipe
Stainless steel bowl
Saucepan/skillet
Ingredients
Cheesecloth
Sauce tureen
Whisk
Strainer

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

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P. Duty: Preparing and Cooking Soups and Sauces

8. Make white sauce and variations

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152. PERFORMANCE OBJECTIVE

Given a recipe, sauce pot, wooden spoon, fat or oil, flour, salt, milk or cream, whisk, strainer, cheesecloth, and a sauce tureen, prepare a white sauce. The sauce must be smooth, shiny, have a rich, cream color and a consistency appropriate for usage. The sauce must be hot, fresh, and flavorful.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Make a white roux.
4. Add the boiled milk product slowly to the roux stirring constantly. Return to boil, simmer 20 minutes.
5. Season to taste.
6. Strain the sauce if necessary.
7. Place in sauce tureen and hold for service.

Note: Variations to the white sauce will be dependent upon variable ingredients.

TOOLS AND EQUIPMENT

Recipe
Sauce pot
Wooden spoon
Ingredients
Strainer
Cheesecloth
Sauce tureen
Oil
Whisk

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

P. Duty: Preparing and Cooking Soups and Sauces

8. Make white sauce and variations

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

9. Make gravies

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153. PERFORMANCE OBJECTIVE

Given a recipe, meat drippings, flour or starch, seasonings, skillet or pan, water or stock, spoon, whisk, and a sauce tureen, prepare a gravy. The gravy must be smooth, shining, have an appropriate color and a flowing consistency. The gravy must be hot, fresh, flavorful, free of fat, and contain appropriate amounts of thickening.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Place meat drippings in pan and heat to desired temperature.
4. Sprinkle in flour/starch and blend to smooth consistency.
5. Add stock or water gradually and continue cooking until desired thickness is obtained and starch is completely cooked.
6. Add required seasoning.
7. Pour the sauce in a sauce tureen and hold for service.

TOOLS AND EQUIPMENT

Recipe
Meat drippings
Ingredients
Skillet/pan
Stock or water
Spoon
Whisk
Sauce tureen

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

P. Duty: Preparing and Cooking Soups and Sauces

10. Make light roux

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154. PERFORMANCE OBJECTIVE

Given a recipe, fat, flour, roasting pan, and spoon, prepare a roux. The roux must be grainy, have nutty odor, have the consistency of moist sand, and a blonde color.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Melt fat, add the flour, then cook slowly on range, stirring often.
4. Remove from heat and cool when done, hold for use.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Roasting pan
Spoon

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

1. Cook cereals (i.e., grits, oatmeal)

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155. PERFORMANCE OBJECTIVE

Given flaked or whole grain cereal, recipe, water, salt, spoon, covered saucepan, and measuring cups and spoons, cook cereal. The cereal should be uniform in texture, not gummy and free from lumps.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Measure cereal.
4. Measure water and salt and bring to boil.
5. Add dry cereal slowly, stirring continuously.
6. Stir until some thickening is apparent.
7. Reduce heat to simmer.
8. Cover and simmer, until the cereal reaches the desired consistency.
9. Remove from heat.

TOOLS AND EQUIPMENT

Whole grain cereal
Water
Spoon
Measuring cups
Serving bowl
Recipe
Salt
Covered saucepan
Measuring spoons

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

2. Poach eggs

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156. PERFORMANCE OBJECTIVE

Given standardized recipe, eggs, liquid (water, milk, or broth), small dish, slotted spoon, and shallow saucepan, poach eggs. The poached eggs must have a bright appearance, with some shiny white adhering closely to the bright yolk. The yolk and white must stand up firmly without being porous; the yolk should be liquid with a white covering.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. If using water, add small amount of vinegar or lemon juice. Put about two inches of liquid (water, milk, or broth) in a shallow pan.
4. Bring liquid to a boil, then reduce heat to simmer.
5. Crack eggs into a dish. Stir water slowly. Slide egg into water.
6. Cook three to five minutes until eggs are "set" or to customer's request.

TOOLS AND EQUIPMENT

Recipe
Eggs
Liquid
Small dish
Slotted spoon
Shallow saucepan

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

3. Fry/grill eggs

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157. PERFORMANCE OBJECTIVE

Given a standardized recipe, grill, eggs, oil (butter or margarine), skillet, spatula, and small bowl, fry eggs. The eggs should be shiny, soft with no hard edges, and tender, not tough or rubbery.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Place fat in skillet or grill.
4. Heat fat until a drop of water sizzles when added.
5. Break eggs in separate container.
6. Place eggs into fry pan.
7. Cook until done, basting and turning if desired.

TOOLS AND EQUIPMENT

Recipe
Grill
Eggs
Oil
Skillet
Spatula
Small bowl
Serving plate

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

4. Soft boil eggs

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158. PERFORMANCE OBJECTIVE

Given eggs, water, egg cups, and saucepan with lid, soft boil eggs. Eggs must have firm whites and soft runny yolks.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near the equipment.
2. Place eggs in saucepan, cover with cold water.
3. Cover pan, place on hat source and bring to boil.
4. Remove from heat, let stand in hot water for one to four minutes (as ordered).
5. Cool slightly in cold water.

TOOLS AND EQUIPMENT

Eggs
Water
Egg cups
Saucepan with lid
Serving cups or plates

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

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5. Hard boil eggs

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159. PERFORMANCE OBJECTIVE

Given eggs, water, and saucepan with lid, hard boil eggs. Egg white and egg yolk must both be firm. Yolk should be bright yellow, or yellow orange in color with no gray-green color outside yolk.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near equipment.
2. Place eggs in saucepan, cover with cold water.
3. Cover pan and place on heat source.
4. Bring to boil.
5. Remove from heat. Let stand 15-20 minutes. If eggs are being prepared for later use, cool under cold water. Let stand 15-20 minutes then peel eggs under running cold water.

TOOLS AND EQUIPMENT

Eggs
Water
Saucepan with lid
Serving or storage container

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

6. Scramble eggs

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160. PERFORMANCE OBJECTIVE

Given a standardized recipe, eggs, milk or cream, oil (butter or margarine), seasoning (optional), skillet or grill, small bowl, measuring spoon, and fork, scramble eggs. The eggs must be bright and clear with a soft sheen and a uniform, pale color with no evidence of browning. The eggs should be tender, moist, and delicate in texture, not hard, dry, powdery, or watery.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Break eggs into small bowl, whisk until mixed.
4. Add milk, cream, or water (about two tablespoons per egg).
5. Season eggs with salt and pepper. (Optional)
6. Place eggs into heated, greased skillet.
7. Cook slowly, stirring constantly for smaller morsels, stir only occasionally for larger morsels of scrambled eggs.

TOOLS AND EQUIPMENT

Recipe
Milk or cream
Seasoning
Small bowl
Fork

Eggs
Oil
Skillet or grill
Measuring spoon
Serving plate

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

7. Shirr eggs

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161. PERFORMANCE OBJECTIVE

Given recipe, eggs, butter, cream, salt and pepper, baking pan or cups, oven, and rubber spatula, shirr eggs. Shirred eggs must have a firm white, and a medium-firm to firm yolk. They must be moist but not wet.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat oven to 350°F.
4. Grease pan or baking cups with butter.
5. Crack eggs and put into cups.
6. Heat baking pan/cups.
7. Lightly season with salt and pepper. Place approximately one tablespoon of cream on each yolk.
8. Bake 10-15 minutes till eggs are firm.
9. Turn out with rubber spatula.

TOOLS AND EQUIPMENT

Recipe
Butter
Salt/pepper
Oven
Serving plate
Eggs
Cream
Baking pan or cups
Rubber spatula

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

8. Prepare pancakes

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162. PERFORMANCE OBJECTIVE

Given a recipe and necessary ingredients, a sifter, measuring cups and spoons, a mixing bowl and spoon, a fork, a pancake turner, and a skillet or griddle, make pancakes. The pancakes must be uniform in shape and thickness, must be evenly browned on both sides, must be smooth, tender, and moist but not sticky, and must have a fine grain with evenly distributed cells.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Sift flour and measure required amount.
4. Measure remaining dry ingredients, and sift with flour.
5. Beat eggs until light; add measured amounts of milk and oil.
6. Add liquid ingredients to dry ingredients and mix until dry ingredients are moistened.
7. Heat griddle or skillet. Grease lightly.
8. Pour small measured amounts of batter onto the griddle.
9. Cook until the tops are full of little air bubbles and edges are set or lightly browned.
10. Turn pancakes; cook second side until browned.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Sifter
Measuring cups
Measuring spoons
Serving plate
Mixing bowl
Spoon
Fork
Pancake turner
Skillet or griddle

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

Q. Duty: Preparing and Cooking Breakfast Items

8. Prepare pancakes

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

9. Prepare waffles

---

163. PERFORMANCE OBJECTIVE

Given a recipe, flour, eggs, sugar, baking powder, salt, milk, shortening, waffle baker, sifter, measuring cups and spoons, three mixing bowls and spoon, and beater or mixer, make waffles. The waffles must be uniform in shape and thickness, must be evenly browned on both sides, have a smooth, tender crust, and have a fine-grained texture that is tender and moist.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat waffle baker according to manufacturer's instructions.
4. Sift flour and measure.
5. Measure the other ingredients.
6. Add dry ingredients to the sifted, measured flour.
7. Separate eggs.
8. Beat egg whites until stiff peaks are formed.
9. Beat egg yolks. If using margarine, melt.
10. Add liquids and shortening to egg yolks. Stir to mix.
11. Pour liquid mixture into well of the dry ingredients. Mix gently.
12. Fold egg whites into batter.
13. Pour required amounts of batter into the hot greased waffle baker; close the lid; bake until all steam has stopped emerging from the crack of the iron.
14. Remove waffles from the waffle baker when done.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Sifter
Measuring cups
Mixing bowls
Serving plate
Waffle baker
Shortening
Beater or mixer
Measuring spoons
Mixing spoons

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

Q. Duty: Preparing and Cooking Breakfast Items

9. Prepare waffles

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

10. Prepare French toast

---

164. PERFORMANCE OBJECTIVE

Given bread, egg, milk, cinnamon, oil, confectioner's sugar, grill, spatula, whip, mixing bowl, and tongs, prepare French-toast. French toast must be golden brown, firm, not soggy, lightly crisped around edges, with no major portions of egg white or yolk appearing separately on bread.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat lightly oiled griddle to 350° (medium high) until water droplets dance on surface.
4. Crack eggs into bowl, add measured milk and cinnamon (if desired).
5. Blend well with whisk.
6. Dip slices of bread into mixture, thoroughly coating both sides; being careful not to soak bread.
7. Place on griddle.
8. Turn over when toast starts to brown at edges and top shows signs of drying.
9. Remove from griddle when done.
10. Place on plate according to standard as set by establishment.
11. Dust with confectioners sugar (if desired).

TOOLS AND EQUIPMENT

Ingredients
Grill
Spatula
Whip
Mixing bowl
Tongs
Serving plate

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

Q. Duty: Preparing and Cooking Breakfast Items

10. Prepare French toast

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

11. Prepare crêpes

---

165. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, and ingredients, prepare crêpes. Crêpes must have uniform size and circular shape; crêpes must be thin and flexible, and must be gold in color.

PERFORMANCE GUIDE

1. Select mixer, bowl, and mixer attachments.
2. Weigh ingredients according to formula.
3. Mix batter.
4. Heat prepared skillet.
5. Coat skillet with batter.
6. Pour off excess batter.
7. Brown on both sides.
8. Turn out of skillet on to pan or tray.
9. Cover with damp cloth.

TOOLS AND EQUIPMENT

Shortening brush
Skillet
Stove
Mixer and mixer attachments
Scale and weights
Bowl
Open flame
Spatula
Spoon--Ladle
Liquid measures
Scale scoop
Ingredient scoop
Pan holders
Pan/tray

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

12. Make omelette

---

166. PERFORMANCE OBJECTIVE

Given a recipe and eggs at room temperature, milk, other necessary ingredients, a custard cup, two mixing bowls, a spoon, a beater or whisk, a heavy skillet, an egg turner, and a hot serving platter, make omelette. Omelette must b uniformly medium brown in color on the outside, soft and creamy on the inside, and light and fluffy in texture.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Use one of the following methods for preparing the egg mixture:
    a. Plain or French Omelette
        (1) Break each egg separately into a cup before adding to other eggs.
        (2) Season with salt and pepper.
        (3) Beat until well blended.
    b. Puffy Omelette
        (1) Separate egg white and yolks. Place in two separate mixing bowls.
        (2) Beat egg whites until stiff.
        (3) Season with salt and pepper.
        (4) Beat egg yolks until creamy.
        (5) Fold stiffly beaten egg whites into egg yolk mixture.
4. Heat fat to specified temperature.
5. Pour egg mixture into skillet and cook until edges start to curl.
6. Lift set egg mixture at edges and allow uncooked portion to run underneath until mixture is no longer fluid.
7. Loosen; depending on recipe, add various fillings. Fold omelette in half; slide it out of skillet onto hot platter.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Two mixing bowls
Beater or whisk
Egg turner

Eggs
Custard cup
Spoon
Heavy skillet
Serving platter

Q. Duty: Preparing and Cooking Breakfast Items

12. Make omelette

(Continued)

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

Q. Duty: Preparing and Cooking Breakfast Items

13. Prepare souffles

---

167. PERFORMANCE OBJECTIVE

Given tools and equipment, formula, ingredients, and aluminum foil, prepare a souffle. Souffle must be high, light, and fluffy, but not grainy.

PERFORMANCE GUIDE

1. Select recipe and adjust to servings required.
2. Assemble equipment.
3. Collect and measure ingredients.
4. Prepare white sauce plus any additions as directed on recipe. Allow to cool slightly.
5. Preheat oven to temperature directed on recipe.
6. Separate eggs.
7. Beat egg yolks, and add white sauce mixture.
8. Beat egg whites until soft peaks form.
9. Fold egg yolk mixture into egg whites.
10. Pour into ungreased dish.
11. Set dish in pan of hot water.
12. Bake according to directions in recipe.
13. Remove from oven and prepare for serving.

TOOLS AND EQUIPMENT

Baking pan
Mixer and mixer attachments
Wire whip
Saucepan
Bowls
Spoons
Aluminum foil
Souffle dishes
Measuring cups
Measuring spoons
Bowl scraper
Oven
Pan holders

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

Q. Duty: Preparing and Cooking Breakfast Items

13. Prepare souffles

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

1. Braise/stew meats

---

168. PERFORMANCE OBJECTIVE

Given a recipe, flour, liquid, fat, spices, seasoning, vegetables, spoon, range, brazier with cover, serving pan, strainer, and cheesecloth, braise/stew meats. The meat must be evenly brown, tender, moist, have a fresh taste, and maintain an internal temperature of 180F. The sauce must be smooth, shiny, have a rich brown color and a flowing consistency; it must be hot, fresh, and flavorful and be of specified thickening.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Heat the brazier and brown the meat/meat pieces on all sides.
4. Add flour to make roux.
5. Follow one of the methods below:
    a. Braising
        (1) Add liquid, spices, and seasoning, cover and simmer until done.
        (2) Remove meat, strain sauce, and remove any surface fat from meat and return to liquid.
    b. Stewing
        (1) Place meat in brazier, cover with liquid.
        (2) Add liquid, vegetables, spices, and seasoning, cover and simmer until done.
        (3) Add vegetables depending upon cooking time.
        (4) Remove any surface fat.
        (5) Check mixture for seasonings and consistency prior to service.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Spoon
Range
brazier with cover
Serving pan
Strainer
Cheesecloth

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

R. Duty: Preparing and Cooking Entrees

1. Braise/stew meats

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

2. Braise fowl

---

169. PERFORMANCE OBJECTIVE

Given a recipe, flour, spices, seasoning, vegetable, fat, liquid, spoon, range brazier with cover, serving pan, strainer, and cheesecloth, braise/stew a fowl. The fowl must be light brown, tender, moist, have a fresh taste, and maintain attachment to bones. The sauce must be smooth, have an appropriate color and a flowing consistency. It must be hot, fresh, and flavorful, and contain necessary amounts of vegetables.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Heat brazier, add oil/fat.
4. Brow meat on all sides.
5. Remove meat.
6. Add flour. Cook roux.
7. Add liquid, vegetables, spices, and seasoning, cover and simmer until done.
8. Remove any surface fat.
9. Add browned meat.
10. Bring to a boil, cover and simmer until done.
11. Remove meat, keep warm.
12. Strain sauce.
13. Adjust seasonings.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Strainer
Range brazier with cover
Serving pan
Cheesecloth

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

R. Duty: Preparing and Cooking Entrees

2. Braise fowl

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

3. Broil fish

---

170. PERFORMANCE OBJECTIVE

Given fish, oil, seasoning, broiler, fish rack or sizzle platter, warm plate, and garnish, broil a fish (portion). The fish must be moist, flaky, evenly browned, fresh, hot, and flavorful.

PERFORMANCE GUIDE

1. Organize the work area by washing hands and assembling supplies near the equipment.
2. Preheat the broiler.
3. Oil and season fish.
4. Broil until done, or brown in broiler, and finish cooking in a hot oven.
5. Garnish appropriately.

TOOLS AND EQUIPMENT

Fish
Oil
Seasonings
Broiler
Fish rack
Sizzle platter
Warm plate

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

4. Broil meats

---

171. PERFORMANCE OBJECTIVE

Given meat, oil, seasoning, broiler, tongs, warm plate, garnish, and broiler brush, broil meat. The meat must be browned evenly, moist, fresh, hot, flavorful, and cooked to the desired doneness.

PERFORMANCE GUIDE

1. Organize the work area by washing hands and assembling supplies near the equipment.
2. Preheat the broiler.
3. Oil and season mean lightly, broil on both sides, turning once on the diagonal to form diamond rack marks on meat.
4. Garnish appropriately.

TOOLS AND EQUIPMENT

Meat
Oil
Seasonings
Broiler
Tongs
Warm plate
Garnish
Broiler brush

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

5. Broil fowl

---

172. PERFORMANCE OBJECTIVE

Given fowl, oil, seasoning, broiler, tongs, sizzle platter, warm plate, garnish, and meat thermometer, broil fowl. The fowl must be browned evenly, moist, fresh, hot, flavorful, and cooked to an internal temperature of 190F.

PERFORMANCE GUIDE

1. Organize the work area by washing hands and assembling supplies near the equipment.
2. Preheat the broiler.
3. Cut chicken to form halves or quarters.
4. Oil and season fowl, brown on both sides, turning once on the diagonal to form diamond rack marks on meat.
5. Finish cooking in medium oven.
6. Garnish appropriately.

TOOLS AND EQUIPMENT

Fowl
Seasoning
Tongs
Warm plate
Meat thermometer
Oil
Broiler
Sizzle platter
Garnish

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

6. Fry fish, meats, and fowl

---

173. PERFORMANCE OBJECTIVE

Given fish, meat and/or fowl, breading, batter, seasoning, deep fat fryer, drain rack, brown paper, warm plate, and garnish, fry fish, meat, or fowl. The fish, meat, or fowl must be evenly golden brown, not greasy, hot, uniformly breaded or battered, and have crisp exterior and a fresh flavor.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Bread or batter and season the fish, meat, or fowl.
4. Place breaded fish, meat, or fowl in fry basket, lower into fat or dredge fish, meat, or fowl in flour or batter, place directly into fat.
5. Fry until done.
6. Remove fish, meat, or fowl to draining basket, then drain further on brown paper.
7. Garnish appropriately.

TOOLS AND EQUIPMENT

Ingredients
Deep fat fryer
Drain rack
Brown paper
Warm plate
Garnish

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

7. Roast/bake meats

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174. PERFORMANCE OBJECTIVE

Given a recipe, roasting pan, meat, seasoning, roasting/baking ingredients, oven, meat thermometer, strainer, serving platter, meat fork, and sauce tureen, roast/bake meat. The meat must be evenly browned, moist, tender, hot, and have a fresh flavor. It must be accurately cooked to the desired doneness, with a minimum of shrinkage. (4)

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat the oven.
4. Season large pieces of meat and place in a slow oven and roast/bake. Add vegetables, seasonings, and herbs one and one-half hours before completion time.
5. Remove meat from oven and allow to rest one-half hour, hold for service.
6. Deglaze pan, strain drippings and reserve for gravy preparation.

TOOLS AND EQUIPMENT

Recipe
Roasting pan
Meat
Ingredients
Meat thermometer
Serving platter
Meat fork
Sauce tureen
Seasoning
Oven
Strainer

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

8. Roast/bake fowl

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175. PERFORMANCE OBJECTIVE

Given a recipe, fowl, seasonings, roasting pan with rack, oven, strainer, serving platter, meat thermometer, ladle, and meat fork, roast/bake fowl. The fowl must be evenly browned, hot, moist, tender, and have a fresh flavor. The internal temperature must reach 185F, with the fowl maintaining its characteristic shape.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Wash fowl thoroughly in clear, cold water; dry.
4. Stuff fowl cavities loosely (if desired). Secure openings.
5. Preheat the oven.
6. Season to taste. Place fowl in a slow oven, basting periodically.
7. Place fatty duck or geese on rack.
8. Add vegetables, seasonings, and herbs (if desired) one and a half hour before completion time.
9. Remove fowl from oven, allow to stand a minimum of 15 minutes prior to carving.
10. Deglaze pan, strain drippings.

TOOLS AND EQUIPMENT

Recipe
Fowl
Seasonings
Roasting pan with rack
Strainer
Meat thermometer
Ladle
Meat fork
Oven
Serving platter

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

R. Duty: Preparing and Cooking Entrees

8. Roast/bake fowl

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

9. Saute meats

---

176. PERFORMANCE OBJECTIVE

Given a recipe, meat, oil, seasoning, flour, saute pan, tongs, warm plate, and garnish, saute meat. The meat must be evenly browned, moist, not greasy, hot, seasoned and have a fresh flavor.

PERFORMANCE GUIDE

1. Read recipe and definition of saute and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat a lightly oiled saute pan.
4. Season, then flour the meat medallions.
5. Place in saute pan, shaking pan to prevent sticking; turn when blood appears on the top side.
6. Complete cooking, remove from pan, and garnish appropriately.
7. Deglaze pan (if required).

TOOLS AND EQUIPMENT

Recipe
Meat
Seasonings
Saute pan
Warm plate
Garnish
Oil
Flour
Tongs

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

10. Bake fish

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177. PERFORMANCE OBJECTIVE

Given a recipe, fish, oil or butter, seasoning, bread crumbs, sauce, liquid, appropriate size baking pan, spatula, warm plate, garnish, and range, bake fish. The fish must be lightly browned, tender and not dry.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Follow one of the following procedures:
    a. Plain or Crumbed
        (1) Oil or butter fish, season then add bread crumbs (if necessary).
        (2) Place on baking pan, add liquid and bake until done.
    b. Baked in Sauce
        (1) Place fish in baking pan, and sauce.
        (2) Bake in medium oven, covered (if required) until done.
4. Garnish appropriately.

TOOLS AND EQUIPMENT

Recipe
Fish
Ingredients
Spatula

Garnish
Range
Baking dish
Warm plate

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

11. Grill meats

---

178. PERFORMANCE OBJECTIVE

Given a recipe, meat, oil, foul, seasoning, grill, warm plate, spatula, and garnish, grill meat. The meat must be evenly browned, cooked throughout to the desired doneness, unbroken, moist, not greasy, and have a fresh flavor.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Preheat the grill to 375°F.
4. Oil the grill lightly. Season and lightly flour meat, if necessary, and place on grill.
5. Turn meat over, and grill to completion. (Time of cooking will depend on type of meat and customer preference).
6. Remove from grill, garnish appropriately.

TOOLS AND EQUIPMENT

Recipe
Oil
Seasonings
Warm plate
Garnish
Meat
Flour
Grill
Spatula

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

12. Poach fish

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179. PERFORMANCE OBJECTIVE

Given a recipe, fish, poaching ingredients, fish poacher, strainer, skimmer or slotted spoon, warm plate or serving plate, and garnish, poach fish. The fish must be moist, flaky, not discolored, cooked through, unbroken, and hot.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Prepare a court bouillon, then strain.
4. Place fish in poacher; add court bouillon to cover fish.
5. Simmer until fish flakes easily.
6. Remove and dry fish.
7. Garnish appropriately.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Strainer
Warm plate or serving plate
Fish
Fish poacher
Skimmer or slotted spoon
Garnish

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

13. Stew/simmer fowl

---

180. PERFORMANCE OBJECTIVE

Given recipe, fowl, water, seasoning, carving knife, sauce pot, and fork, stew/simmer fowl. The fowl must be easy to cut, tender, juicy, but still remain intact.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Remove any pinfeathers, hair, and viscera from fowl; rinse in cold water and dry.
4. Place measured amount of water, seasoning and fowl into stock pot and bring to boil. Reduce temperature and simmer.
5. Cook until done.

TOOLS AND EQUIPMENT

Recipe
Fowl
Water
Seasoning
Carving knife
Sauce pot
Fork

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

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R. Duty: Preparing and Cooking Entrees

14. Carve meat

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181. PERFORMANCE OBJECTIVE

Given uncarved, cooked meat (such as pork, beef, or lamb), a sharp carving knife, a guarded handle fork, and a platter or cutting board, carve the meat. The cooked meat must be sliced uniformly in thickness and must be cut across the grain.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near the equipment.
2. Allow meat to cool for recommended time.
3. Use one of the following methods for carving the cooked meat:
   a. Standing Rib Roast of Beef
      (1) Place the largest flat surface down on a carving board or flat platter.
      (2) Insert the fork firmly between the two top ribs.
      (3) Slice across the grain toward the ribs from the far outside edge.
   b. Rolled Rib Roast of Beef
      (1) Place the end of a short roll on a carving board or platter.
      (2) Push the fork firmly into the roast on the left side.
      (3) Slice across the grain toward the fork from the far side, parallel to the board or platter.
      (4) Place it to the side of the platter as each slice is carved.
   c. Porterhouse Steak
      (1) Place the steak on a flat board or platter.
      (2) Holding the steak with the fork inserted at the left, cut closely around the bone.
      (3) Lift the bone to the side of the platter.
      (4) Cut across the full width of the steak; make wedgeshaped portions, widest at the far side.
   d. Baked Whole Ham
      (1) Insert the fork into the ham; cut several slices parallel to the length of the ham.
      (2) Turn the ham so that it rests on the cut surface.
      (3) Cut a small wedge from the shank end.
      (4) Cut thin slices down to the leg bone.
   e. Pork Loin Roast
      (1) Remove the backbone.
      (2) Insert the fork firmly in the top of the roast.
      (3) Cut close against both sides of each rib.

R. Duty: Preparing and Cooking Entrees

14. Carve meat

(Continued)

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f. Roast Leg of Lamb
   (1) Place meat on platter so that the leg bone is to the carver's right.
   (2) Insert the fork firmly in the large end of the leg; carve two or three lengthwise slices from the side nearest the carver.
   (3) Turn the leg so that it rests on the surface just cut.
   (4) Insert the fork in the left of the roast.
   (5) Begin at the shank end and make the first slice down to the leg bone.
   (6) Continue to make thin slices parallel to the first until the bone pointing upward is reached.
   (7) Run the knife parallel to the leg bone to free the slices all at one time with the fork still in place.

TOOLS AND EQUIPMENT

Meat
Carving knife
Guarded handle fork
Platter or cutting board
Knife sharpener

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

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R. Duty: Preparing and Cooking Entrees

15. Carve fowl

---

182. PERFORMANCE OBJECTIVE

Given a baked chicken or turkey, a sharp carving knife, handle-guarded fork, and platter or cutting board, carve the fowl. The cooked fowl must be uniformly sliced in the direction of the grain.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near the equipment.
2. Place cooked fowl on cutting board or platter following "rest" for 15-30 minutes.
3. Pull the leg away from the body of the bird.
4. Slice the thigh flesh away from the body until the ball and socket hip joint is exposed.
5. Sever the thigh joint of both legs.
6. Slice drumstick meat holding drumstick at an angle, slicing downward. Turn until all sides are sliced.
7. Slice thigh, holding firmly with fork, cutting parallel to bone.
8. Disjoint each wing and separate it from the body.
9. Make a deep horizontal cut into breast close to wing.
10. Slice thin, even slices downward across the breast to horizontal cut.
11. Repeat steps with other side of bird.

TOOLS AND EQUIPMENT

Sharp carving knife
Handle-guarded fork
Platter or cutting board
Knife sharpener

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

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Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

16. Clean fish

---

183. PERFORMANCE OBJECTIVE

Given an uncleaned fish, newspapers, a sharp knife or boning knife, cutting board, a fish scaler, paper toweling, and easy access to running water, clean the fish. The fish must be free of scales, entrails, blood, viscera or membrane, head, tail, and fins.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near the equipment.
2. Cover cutting board with several layers of newspapers and place fish on paper or use top of sink.
3. Scrape off scales starting at tail and scraping toward head.
4. Cut the fish the entire length of the belly from the vent to the head, remove the entrails and gills. Wrap and discard the entrails.
5. Cut around the pelvic and ventral fins and remove them.
6. Remove the head pectoral fins by cutting just behind the collarbone.
7. Cut off the tail.
8. Remove the dorsal fin by cutting along each side of the fin. Give a quick pull forward toward head and remove the fin with the root bones attached.
9. Wash the fish in cold running water.
10. Pat dry the fish.
11. Cleaning applies for large fish being served.

TOOLS AND EQUIPMENT

Newspapers
Sharp knife or boning knife
Cutting board
Fish scaler
Paper toweling
Running water
Knife sharpener

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

R. Duty: Preparing and Cooking Entrees

16. Clean fish

(Continued)

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

17. Cut and portion fish

---

184. PERFORMANCE OBJECTIVE

Given clean raw fish, a sharp knife, cutting board, cut and portion fish. Fish must be cut smoothly and should not be torn or jagged.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near the equipment.
2. Cut the fish according to one of the following procedures.
    a. Fish Steaks or Darnes (for larger fish)
        (1) Place cleaned fish on board.
        (2) Cut crosswise into steaks, about an inch thick, beginning at the head end.
    b. Fish Fillets
        (1) Lay the fish on its side on the board.
        (2) Cut along the back of the fish from the tail to the head with a sharp knife.
        (3) Turn knife blade flat and cut the flesh away from bone.
        (4) Lift off the whole side in one piece.
        (5) Turn the fish over and repeat the process.

TOOLS AND EQUIPMENT

Sharp knife
Cutting board
Knife sharpener

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

18. Devein shrimp

---

185. PERFORMANCE OBJECTIVE

Given fresh or cooked shrimp, a sharp knife, bowl, and pan, devein shrimp. The shrimp must remain intact with shell and vein completely removed.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies near equipment.
2. Remove the shrimp shell by lifting from the under side with one hand and holding shrimp securely with the other hand.
3. Cut along the upper back of the shrimp and lift the dark sand vein from the length of the shrimp.
4. Rinse in cold water.

TOOLS AND EQUIPMENT

Sharp knife
Bowl
Pan
Knife sharpener

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

19. Shuck oysters

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186. PERFORMANCE OBJECTIVE

Given raw or cooked oysters in the shell, hand protection, a shucking knife, container for shells, and bowl, shuck oysters. The oyster should be removed from the shell intact and be free from grit, dirt, or bits of shell.

PERFORMANCE GUIDE

1. If necessary, "bill" the oyster or break the edge of the shell to allow room to insert the knife.
2. Insert the knife between edges of the shell and pry open.
3. Cut the muscle without breaking the liquid.

TOOLS AND EQUIPMENT

Hand protection
Shucking knife
Container for shells
Bowl

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

20. Bake casseroles

---

187. PERFORMANCE OBJECTIVE

Given a recipe and necessary ingredients, a cutting board, a carving knife, a mixing bowl and spoon, and a baking dish with lid, make a casserole using a meat, seafood, or a fowl. The casserole must be thoroughly cooked, must be free of bones or bone slivers, and must be free of spillovers and scorching.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Precook the meat, seafood, or fowl according to the recipe directions or utilize leftover meats, seafood, or fowl.
4. Prepare other casserole ingredients.
5. Place meat, seafood, or fowl on a cutting board and carve, removing the bones; cube, dice, or break into pieces.
6. Combine the ingredients.
7. Grease the baking dish.
8. Preheat oven to temperature specified in recipe.
9. Pour the ingredients into the baking dish; top casserole with grated cheese or bread or cracker crumbs; cover.
10. Place casserole in preheated oven and bake according to recipe.
11. Remove from oven.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Cutting board
Carving knife
Mixing bowl
Mixing spoon
Baking dish with lid

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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R. Duty: Preparing and Cooking Entrees

20. Bake casseroles

(Continued)

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

21. Make pizza

---

188. PERFORMANCE OBJECTIVE

Given a recipe, ingredients, pizza pan or cookie sheet with sides, bowl, stockpot or saucepan, can opener, rubber scraper, measuring equipment, mixer, thermometer and dough container, make pizza. The pizza is ready when crust is lightly brown and cooked thoroughly, cheese is melted and other toppings are not dry.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Prepare sauce:
   a. Measure and mix ingredients in steam kettle or stockpot.
   b. Simmer specified time.
   c. Remove from heat and cool.
4. Prepare crust in following manner:
   a. Measure and mix ingredients.
   b. Knead by hand or using a mixer, until smooth.
   c. Let rise specified time in greased bowl.
   d. Punch down and let rest specified time.
   e. Oil pan.
   f. Roll out dough and place in pan.
5. Spread sauce on crust(s)
6. Garnish appropriately.
7. Bake specified time.
8. Stage the pizza or allow to harden.
9. Cut into slices.

TOOLS AND EQUIPMENT

Recipe
Pizza pan/cookie sheet with sides
Dough container
Thermometer
Can opener
Measuring equipment

Ingredients
Bowl
Mixer
Stockpot or saucepan
Rubber scraper

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

R. Duty: Preparing and Cooking Entrees

21. Make pizza

(Continued)

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

22. Make bread stuffing/dressings

---

189. PERFORMANCE OBJECTIVE

Given a recipe, ingredients, item to be stuffed on roasting pan, measuring utensils, skillet, knife, large round bowl, and mixing spoon, make bread stuffing/dressing. The stuffing must be golden brown on the exposed surface, heated throughout, and moist.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions. Note: Sanitary care for stuffing.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Cube the bread and prepare as directed in recipe.
4. Dice or mince vegetables called for in recipe and measure.
5. Saute vegetables.
6. Prepare stock as directed.
7. Mix all ingredients.
8. Place in greased roasting pan or in cavity of item to be stuffed.
9. Bake in preheated oven until done.
10. Cool according to proper temperature.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Measuring utensils
Pan
Skillet
Knives
Large round bowl
Mixing spoon

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

R. Duty: Preparing and Cooking Entrees

23. Bread/batter foods

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190. PERFORMANCE OBJECTIVE

Given prepared breading/batter, dish spoon, wax paper, bread/batter foods. Food must be evenly and lightly coated with bread or batter.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Prepare and cut foods as required in the recipe.
4. Prepare batter/bread, according to recipe.
5. Place food product in batter/bread, when uniformly coated remove, drain well and place in fryer.

TOOLS AND EQUIPMENT

Ingredients
Dish
Spoon
Wax paper

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
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RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

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S. Duty: Preparing Miscellaneous Food and Beverages

1. Make cooked puddings

---

191. PERFORMANCE OBJECTIVE

Given recipe, necessary ingredients, measuring cups/spoons, a double boiler, a wooden spoon, and dessert molds or bowls, make a cooked pudding. The pudding must be velvety smooth throughout and must be delicate, yet firm enough to hold shape of mold when turned from it.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Measure the ingredients.
4. Mix flour or cornstarch with sugar in the top of double boiler.
5. Stir small amounts of milk into the dry ingredients until a smooth paste is formed. Add the remainder of the milk.
6. Cook over direct heat, stirring constantly until mixture boils.
7. Place over boiling water in top of double boiler. Cover and cook.
8. Stir in remaining ingredients.
9. Pour into molds or bowls.
10. Cool to room temperature and place in refrigerator.

TOOLS AND EQUIPMENT

Recipe
Ingredients
Measuring cups/spoons
Double boiler
Wooden spoon
Dessert molds or bowls

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

S. Duty: Preparing Miscellaneous Food and Beverages

2. Make custards

---

192. PERFORMANCE OBJECTIVE

Given a recipe and necessary ingredients, a mixing bowl, spoon, measuring cups and spoons, a saucer, custard cups, knife, baking pan, and double boiler, make a baked/boiled custard. The custard must be smooth, moist and thickened and not show signs of separation or watery liquid from coagulated custard.

PERFORMANCE GUIDE

1. Read recipe and make any necessary adjustments, conversions, or substitutions.
2. Organize work area by washing hands and assembling supplies near the equipment.
3. Prepare custard by selecting one of the following:
    a. Baked
        (1) Preheat oven to specified temperature.
        (2) Pour water into the lower part of double boiler. Heat to boiling.
        (3) Measure the specified amount of milk; pour into mixing bowl and blend.
        (4) Heat the milk until scalded in top part of double boiler.
        (5) Break each egg separately in a saucer. Place eggs into mixing bowl and blend.
        (6) Stir in measured amounts of the remaining ingredients.
        (7) Add scalded milk gradually to the beaten egg mixture; stir.
        (8) Place custard cups in baking pan.
        (9) Pour mixture into custard cups. Sprinkle with nutmeg.
        (10) Pour hot water around custard cups.
        (11) Bake in preheated oven for specified time period.
        (12) Test for doneness.
        (13) Remove from the oven.
    b. Boiled
        (1) Measure, mix, and sift dry ingredients.
        (2) Place dry ingredients in heavy saucepan.
        (3) Add one-fourth of remaining cold milk to dry ingredients slowly and blend.
        (4) Add scalded milk slowly, stirring constantly.
        (5) Cook over low heat until mixture slightly thickens, stirring constantly with wooden spoon.
        (6) Add small amount of cooked mixture very slowly to slightly beaten egg yolks, stir vigorously.
        (7) Add the above mixture to remaining mixture; cook very slowly, stirring constantly until mixture coats the spoon.
        (8) Remove from heat.
        (9) Stir in flavoring.
        (10) Pour into custard cups.

S. Duty: Preparing Miscellaneous Food and Beverages

2. Make custards

(Continued)

TOOLS AND EQUIPMENT

Recipe
Mixing bowl
Measuring cups
Saucer
Knife
Double boiler
Ingredients
Spoon
Measuring spoons
Custard cups
Baking pan

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

S. Duty: Preparing Miscellaneous Food and Beverages

3. Garnish foods

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193. PERFORMANCE OBJECTIVE

Using serving plates, platters, pans, trays, mirrors, etc., garnish foods for attractive presentation. The finishing touches must enhance the color, flavor, texture, and overall appearance of the dish.

PERFORMANCE GUIDE

1. Prepare garnishes according to recipe, garnishing chart, or supervisor's instructions.
2. Drain liquid from garnishes if necessary.
3. Arrange appropriate garnishes around prepared food to enhance the visual appearance of the dish.
4. Keep serving dishes free of drips and smears.

TOOLS AND EQUIPMENT

Serving plates
Platters
Pans
Trays
Mirrors
Garnishes

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

S. Duty: Preparing Miscellaneous Food and Beverages

4. Prepare gelatin products

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194. PERFORMANCE OBJECTIVE

Given bowls, spoons, recipe, ingredients, and gelatin, prepare gelatin products. Gelatin must be firm and smooth.

PERFORMANCE GUIDE

1. Gather all the ingredients and supplies needed.
2. Measure a required amount of hot liquid.
3. Sprinkle the gelatin powder into the hot liquid.
4. Stir until completely dissolved.
5. Measure required amount of cold water, add to solution.
6. Stir until liquid is evenly distributed.
7. Refrigerate until liquid is firm and well set.

TOOLS AND EQUIPMENT

Bowls
Spoons
Recipe
Ingredients
Gelatin
Range
Measuring cups

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

T. Duty: Organizing and Planning

1. Order food items and kitchen supplies

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195. PERFORMANCE OBJECTIVE

Given pencil, paper, order sheets, adding machine or calculator and telephone, order food items and kitchen supplies. Order must be complete, insuring that there is a sufficient number of each item on hand as needed. Items must be ordered at the best price available for type and quality of product and promptness of delivery.

PERFORMANCE GUIDE

1. Check registration book for scheduled banquets.
2. Check inventory to see what is on hand, including freezers, coolers, and dry storage.
3. Check availability, quality, and price of needed items from various purveyors by the telephone.
4. Order supplies using "par" sheet. Items ordered will bring "par" up to regularly maintained/required level.
5. Place selected orders with selected purveyors.

TOOLS AND EQUIPMENT

Pencil
Paper
Order sheets
Calculator
Telephone
Computer terminal
Telephone numbers

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

RESOURCES

Mid-America Curriculum Consortium

T. Duty: Organizing and Planning

2. Receive incoming food items and kitchen supplies

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196. PERFORMANCE OBJECTIVE

Given pencil, invoice, and incoming merchandise, receive incoming food items and kitchen supplies. Delivery person must be supervised at all times as items are delivered. Pricing must be correct. All items must meet specification for quality and quantity with nothing damaged. Salesman must be called to report missing or damaged items. Stock must be rotated to use older items first. All items requiring refrigeration must be received properly refrigerated.

PERFORMANCE GUIDE

1. Check all incoming products for specifications (i.e., quality, quantity, damage).
2. Call salesman immediately to report missing/damaged items and find out why they are missing/damaged.
3. Check pricing on invoice against pricing on order.
4. Put items away rotating stock so all older products are in front.

TOOLS AND EQUIPMENT

Pencil
Invoice
Merchandise
Thermometer

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

RESOURCES

MAVCC

T. Duty: Organizing and Planning

3. Schedule food production

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197. PERFORMANCE OBJECTIVE

Given pencil, menu, products, recipes, and access to kitchen, schedule food production. Menu must be checked to be sure everything that is needed is available. Work areas must be safe, clean, and sanitary. All food production must be scheduled so that everything is ready to serve at the same time. All food items must be fresh and at appropriate temperature.

PERFORMANCE GUIDE

1. Check menu to see what is needed.
2. Remove needed food items from freezer in time to thaw.
3. Give recipes to those who will be doing the work.
4. Check that all needed tools and equipment are clean and ready to use.
5. Allow enough time to prepare without rushing.
6. Check to make sure that correct ingredients are being used in each recipe.
7. Put left over ingredients away in cooler, dry storage as required.

TOOLS AND EQUIPMENT

Pencil
Menu
Products
Recipes
Thermometer

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

RESOURCES

MAVCC

T. Duty: Organizing and Planning

4. Season cookware

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198. PERFORMANCE OBJECTIVE

Given cookware, seasoning and access to kitchen, season cookware. Cookware must be clean and seasoned to establishment's specifications. Food must not stick to seasoned cookware.

PERFORMANCE GUIDE

1. Clean cookware of all baked or cooked on food and grease.
2. Rub thoroughly with cooking oil or unsalted solid shortening.
3. Heat.
4. Wipe clean.

TOOLS AND EQUIPMENT

Cookware
Oil/shortening
Clean cloth
Range or grill

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

RESOURCES

MAVCC

T. Duty: Organizing and Planning

5. Plan menus

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199. PERFORMANCE OBJECTIVE

Using food availability, records, nutrition information, budget parameters and client-type, plan menus. Menus are nutritious and provide an appropriate variety of food items.

PERFORMANCE GUIDE

1. Select the foods to be included in each menu.
    a. Select menu offerings to give contrast in form, texture, flavor, color, or temperature.
    b. Plan menus according to the customer's ability to pay.
    c. Plan menus according to the food habits and preference of those to be served.
    d. Plan foods to be prepared within the available time and the equipment on hand.
2. Write each menu in correct order and form.
    a. Capitalize all words except articles and prepositions.
    b. Arrange food items in the order in which they are eaten in a meal or categories.
    c. Utilize space, print, and other factors that would give rapid comprehension and promote sales.
    d. Give the main course the most prominent placement in the menu, complimented with available appetizers/beverages and desserts.
    e. List condiments only when they are special.
    f. Use accurate descriptive terms.

TOOLS AND EQUIPMENT

Food lists
Records of establishment
Pencil
Paper
Nutrition information
Budget
Client data
Computer terminal

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

T. Duty: Organizing and Planning

5. Plan menus

(Continued)

RESOURCES

MAVCC

T. Duty: Organizing Facilities Services

6. Task: Develop Banquet Menus

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200. PERFORMANCE OBJECTIVE

Given trade journals, cookbooks, knowledge of seasonal foods available, food prices, overhead and labor costs, and clientele information, develop banquet menus. Menus must be designed which meet client requests and which provide optimum profit for the company.

PERFORMANCE GUIDE

1. Keep abreast of new and innovative menu designs.
   a. Peruse trade journals and cookbooks.
   b. Consult with salespersons and food brokers.
2. Monitor availability of seasonal foods.
3. Plan menus considering:
   a. number to be served
   b. age/type of guests
   c. occasion
   d. budget
   e. season
   f. hot and cold food combination
   g. texture and color of food combinations
   h. taste or flavor combination
   i expensive/inexpensive food combinations
   j sample menus
   k facilities for service
   l transportation, if off-premise
4. Price menu considering cost of food, overhead, labor and profit.
5. Modify menus as situation dictates (elimination of slow and non-selling items).

TOOLS AND EQUIPMENT

Trade journals
Cookbooks
Knowledge of seasonal foods available
Food prices
Overhead and labor costs
Clientele information
Pencil/pen
Paper
Calculator

T. Duty: Organizing Facilities Services

6. Task: Develop Banquet Menus

(Continued)

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

RESOURCES

MAVCC

U. Duty: Using Basic Food Service Procedures

1. Operate equipment

201. PERFORMANCE OBJECTIVE

Given piece of equipment and equipment instructions or supervisor's direction, operate equipment in a proper and safe manner according to laws and regulations.

PERFORMANCE GUIDE

1. Obtain manufacturer's instructions or supervisor's directions on equipment operation.
2. Test equipment for workability.
3. Observe all safety rules in operating equipment.
4. Note/report any observed equipment malfunctions or inadequacies.

TOOLS AND EQUIPMENT

Equipment
Instructions

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

RESOURCES

MAVCC

U. Duty: Using Basic Food Service Procedures

2. Sharpen cutlery

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202. PERFORMANCE OBJECTIVE

Given knives, steel, stone, oil, and cutting board sharpen cutlery. Sharpened knives must slice foods easily. They must be free of rust, evenly sharpened and clean.

PERFORMANCE GUIDE

1. Organize work area by washing hands and assembling supplies.
2. Wipe cutlery free of food particles, grease and moisture.
3. Use one of the following methods for sharpening cutlery.
    a. Sharpening Stone
        (1) Draw the blade of the piece of cutlery across the stone at a 20 degree angle.
        (2) Pivot wrist and draw other side of blade in opposite direction across stone at a 20 degree angle.
    b. To Maintain Edge
        (1) Place the heel of the knife blade at a 20 degree angle to the steel.
        (2) Pivot wrist and draw the blade of the knife down across the steel until the tip of the blade almost reaches the bottom of the steel.
        (3) Repeat steps 1 and 2 with blade on the other side of the steel.
        (4) Alternate on each side five or six times.
4. Wipe the piece of cutlery free of metal particles.
5. Wash, rinse, and dry the piece of cutlery.

TOOLS AND EQUIPMENT

Knives
Steel
Stone
Oil
Cutting board

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures

TEACHING STRATEGIES

Video
Receiving and Storage of food
Simulation

U. Duty: Using Basic Food Service Procedures

2. Sharpen cutlery

(Continued)

RESOURCES

MAVCC

U. Duty: Using Basic Food Service Procedures

3. Learn cooking terms

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203. PERFORMANCE OBJECTIVE

Using available resource materials, learn cooking terms. Terms are understood and can be applied when using a recipe.

PERFORMANCE GUIDE

1. Obtain a list of frequently used cooking terms from the supervisor.
2. Learn the meaning and application of terms.
3. Interpret recipe directions using terms during food preparation.
4. Determine definition for unfamiliar terms using textbooks, cookbooks, and other resources before proceeding with the recipe.

TOOLS AND EQUIPMENT

Industry dictionaries
Resource materials
Recipe books

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

U. Duty: Using Basic Food Service Procedures

4. Convert recipes

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204. PERFORMANCE OBJECTIVE

Using a standardized recipe and the number of servings needed to meet production requirements, convert recipe accurately.

PERFORMANCE GUIDE

1. Convert each ingredient in the recipe to the desired multiples of the original amount in the recipe.
2. Reduce each ingredient in the recipe to the desired portion of the amount in the recipe.
3. Know how to determine the number of servings (portions) that can be taken from the recipe or a given size.
4. Know the meaning of the following terms:
   a. Double or triple the recipe.
   b. Cut the recipe in half or fourth.
5. Know how to use a conversion chart to assist in accuracy.

TOOLS AND EQUIPMENT

Recipes
Conversion chart
Calculator
Computer terminal
Pencil
Paper

PREREQUISITE KNOWLEDGE

Tech, math skills
Sanitation and safety skills
Knowledge of equipment
Personal hygiene

TEACHING STRATEGIES

Demonstration and labs
OJT
Guest speakers

RESOURCES

Professional Cooking and Baking, by Ray and Dondi, Published by Glencoe
Food Preparation for the Professional, by Gisslen

V. Duty: Performing Cash Register Duties

1. Accept and receipt customer's accounts receivable

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205. PERFORMANCE OBJECTIVE

Provided a receipt form and information concerning amounts due on a charge account, accept and receipt customer's accounts receivable, filling out the form including all of the information requested.

PERFORMANCE GUIDE

1. Legibly write the customer's name on the receipt form.
2. Legibly write the customer's full address on the receipt form.
3. Legibly write the date of the transaction on the receipt form.
4. Legibly place a check in the received-on-account box printed on the receipt form.
5. Legibly write the total amount paid in the amount column.
6. Sign the receipt form.
7. Hand the customer their copy of the receipt form.
8. Thank customer, invite them to come back again.
9. Retain company copy.

TOOLS AND EQUIPMENT

Receipt form
Billing
Pen
Paper
Calculator
Computer terminal

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

2. Identify acceptable checks

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206. PERFORMANCE OBJECTIVE

Given customer's check and a check cashed slip, examine the check and identify acceptable checks. Checks are for the correct amount, correctly dated, and are not listed in bad check record.

PERFORMANCE GUIDE

1. Examine date of check.
2. Examine check for alterations.
3. Examine "Pay To Order" section.
4. Examine to see that encoded routing numbers appear on the check.
5. Reject checks marked "For Collection," "For Deposit Only," "Pay Any Bank," or similar terms.
6. Check to see that the amount written in figures agrees with the amount written in words.
7. Request identification, telephone number, major credit card (VISA, Master Charge), or check guarantee card.
8. List appropriate information on back of check.
9. Initial the check in the upper right corner, if applicable.
10. List check on checks-cashed slip if it is acceptable.

TOOLS AND EQUIPMENT

Bad check list
Pen
Bill
Company stamp
Identification

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

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V. Duty: Performing Cash Register Duties

3. Check out Federal Food Stamp purchases

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207. PERFORMANCE OBJECTIVE

Provided a Food Stamp Program Official Food List and an order, check out Federal Food Stamp purchases according to establishment's procedures.

PERFORMANCE GUIDE

1. Separate eligible from ineligible merchandise.
2. Refer to Official Food List if in doubt about an item of merchandise.
3. Ring up eligible items of merchandise.
4. Ring up a subtotal of eligible items of merchandise.
5. Collect coupons for eligible items.
6. Accept loose $1, $5, and $10 coupons only when presented with coupon books bearing the same serial numbers.
7. If change is due, give the customer the option of:
    a. A credit slip for $.99 or less.
    b. Trading out the amount due in eligible food items.
    c. Paying the difference in cash between the cost of the purchase and the next lower even dollar amount.
8. Ring up other items of merchandise.
9. Subtotal other items of merchandise.
10. Ring total of other items.
11. Collect customer's payment.
12. Make change.
13. Thank customer.

TOOLS AND EQUIPMENT

Food Stamp List
Cash register

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

4. Accept valid consumer redeemable coupons

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208. PERFORMANCE OBJECTIVE

Given vendor and company coupons and a purchase of merchandise or service, accept valid consumer redeemable coupons. All coupons accepted must be valid.

PERFORMANCE GUIDE

1. Examine coupons for valid dates.
2. Inspect merchandise/service to determine that customer has purchased the correct merchandise or service.
3. If applicable, check to see that customer has purchased required amount of merchandise or service.
4. Attach coupon to customer ticket.

TOOLS AND EQUIPMENT

Coupons
Pen/pencil
Cash register

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

5. Prepare cash drawer for daily business

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209. PERFORMANCE OBJECTIVE

Given a cash drawer, change fund and a change fund receipt form, prepare the cash drawer for business. All money must be in correct location, accurately counted and receipt form signed.

PERFORMANCE GUIDE

1. Count money received.
2. Fill out and sign receipt form showing amounts of each denomination and total amount of cash received.
3. Place change fund into appropriate sections in cash drawer.

TOOLS AND EQUIPMENT

Pen
Receipt form
Cash register
Money

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

6. Change cash register receipt tape

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210. PERFORMANCE OBJECTIVE

Provided a cash register that is out of receipt tape and a new roll of tape, thread the tape into the register according to the instructions in the manufacturer's register handbook or the instructions attached to the cash register. The tape will feed and print properly.

PERFORMANCE GUIDE

1. Open cash register according to manufacturer's instructions/company instructions.
2. Adjust tape path to allow "free movement" of tape.
3. Remove remnants of old tape.
4. Insert and thread new tape, following path of direction.
5. Adjust register to ensure tape is held in place securely.
6. Push "feed" button to check procedure.

TOOLS AND EQUIPMENT

Cash register
New roll or tape
Manufacturer's instructions

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

7. Fill out cash register summary sheet

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211. PERFORMANCE OBJECTIVE

Given designated time, establishment's policy, receipts from cash register, fill out cash register summary sheet. All entries must be correct and filed.

PERFORMANCE GUIDE

1. Obtain the following:
   a. daily cash summary form
   b. daily cashier report form for each register
   c. register totals
2. Fill in the date on the daily cash summary form.
3. Fill in the register sales, refunds, coupons, overrings, shorts, and deposits for each register from the daily cashier report form for each register on the daily cash summary form.
4. Record sales for each department from the register totals for each register on the daily cash summary form.
5. Total each column and write the total of each column.
6. Check the totals to make sure they are correct.

TOOLS AND EQUIPMENT

Summary sheets
Calculator
Computer terminal
Pen
Pencil
Receipts

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

8. Calculate unit price of multiple-priced items

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212. PERFORMANCE OBJECTIVE

Given multiple-priced items of merchandise, calculate the cost that would be charged for one and two of each of the items. Calculation must be accurate.

PERFORMANCE GUIDE

1. Ring each food/merchandise order separately.
2. Total and staple cash register tape to ticket.
3. Initial cash register tape.
4. Verify that ticket total agrees with cash register tape.

TOOLS AND EQUIPMENT

Calculator
Computer terminal
Price list
Paper
Pen/pencil

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

9. Correct cash register errors

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213. PERFORMANCE OBJECTIVE

Given errors made when ringing up orders of service and merchandise, correct cash register errors. All errors must be recorded.

PERFORMANCE GUIDE

1. Total order.
2. Staple cash register receipt tape to ticket and initial.
3. Ring up order correctly.
4. Staple corrected receipt tape to ticket.
5. Place ticket under cash register drawer.

TOOLS AND EQUIPMENT

Cash register
Pen/pencil

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

10. Calculate and record bottle refunds

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214. PERFORMANCE OBJECTIVE

Provided bottle returns, the amount of refund per bottle, and a "cash out" form, calculate the total amount to refund and fill out "cash out" form.

PERFORMANCE GUIDE

1. Check number of bottles returned by customer.
2. Calculate amount to be refunded.
3. Record refunded amount on "cash out" form.
4. Count refund to customer.
5. Retain "cash out" form in cash drawer.

TOOLS AND EQUIPMENT

"Cash out" form
Cash register
Pen

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

11. Process cash refunds

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215. PERFORMANCE OBJECTIVE

Given a customer request for refund and a refund form, fill out the form and correctly make the refund.

PERFORMANCE GUIDE

1. Have cash refund approved by proper store authority.
2. Record date paid.
3. Initial the form.
4. Check the correct department.
5. Record the price, tax, and total amount to be refunded.
6. Record customer's address, if applicable.
7. Have customer sign form.
8. Make cash refund to customer.
9. Retain form in cash drawer.

TOOLS AND EQUIPMENT

Refund forms
Pen/pencil
Cash register
Calculator

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

12. Make change

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216. PERFORMANCE OBJECTIVE

Given a total cost for an order of merchandise/service and the amount of money submitted by customer, make change to the customer correctly.

PERFORMANCE GUIDE

1. For change-calculating cash registers:
   a. Orally state the total cost of the order of merchandise.
   b. Orally state the amount that the customer remits.
   c. Place the customer's money on the cash register change plate.
   d. Hand customer the receipt tape.
   e. Orally count back to the customer the amount of change due, beginning with the largest dominations (bills) and closing with coins.
   f. Thank customer and invite them to return.
   g. Place customer's money into cash drawer after they have acknowledge receiving the correct change.
2. For nonchange-calculating cash registers:
   a. State orally the total amount of purchase.
   b. State orally the amount of customer's remittance.
   c. Place customer's remittance on cash register change plate.
   d. Silently count starting at the total cost to customer and add up to the amount remitted, as you are obtaining cash from the cash drawer.
   e. Use the largest denomination of coins and bills available for change.
   f. Hand customer the receipt tape.
   g. Count aloud starting at the total cost to customer as you are returning change to customer.
   h. Count up to the total amount rendered by the customer.
   i. Thank customer and invite them to return.
   j. Place customer's remittance into cash drawer only after customer has acknowledge receiving correct amount.

TOOLS AND EQUIPMENT

Totalled merchandise
Money given by customer
Cash register with money

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

V. Duty: Performing Cash Register Duties

12. Make change

(Continued)

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

13. Ring up orders of merchandise or service on the cash register

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217. PERFORMANCE OBJECTIVE

Given a cash register, an order of merchandise or service and all forms used by the establishment, ring up the order of merchandise on the cash register. All orders must be rung correctly and within time standards established by company.

PERFORMANCE GUIDE

1. Receive merchandise/written order for service from customer.
2. Ask customer for coupons.
3. Register each item on the correct amount and department key.
4. Register multiple-priced items as a group.
5. Calculate and register the price of single units of multiple priced items.
6. Verify prices of unmarked or illegibly marked items with price list or other employee.
7. Account for all errors using error-correcting forms or correct cash register voiding procedures.
8. Check to determine that all items have been registered.
9. Register coupon and/or bottle credits.
10. Register a total.
11. Tell customer the cost of merchandise/service.
12. Accept the amount given by the customer and place on change plate.
13. Take correct change from change drawer.
14. Hand customer the receipt tape and count aloud to the customer the amount of change due.
15. Thank customer and invite them to return again.
16. Place customer's given amount in cash drawer after the customer has acknowledge receiving correct amount of change.

TOOLS AND EQUIPMENT

Pen
Company forms
Cash register
Bags

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

V. Duty: Performing Cash Register Duties

13. Ring up orders of merchandise or service on the cash register

(Continued)

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

V. Duty: Performing Cash Register Duties

14. Manipulating cash register keys

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218. PERFORMANCE OBJECTIVE

Provided a cash register and a list of entries including coupon and bottle refunds, ring up each and register a total without error.

PERFORMANCE GUIDE

1. Depress the correct amount key for each entry.
2. Depress the correct department key for each entry.
3. Depress the subtotal key.
4. Depress the amount and bottle refund keys.
5. Depress the amount and coupon keys.
6. Depress the total key.

TOOLS AND EQUIPMENT

Cash register
List of entries

PREREQUISITE KNOWLEDGE

Knowledge of current policies and procedures
Math skills

TEACHING STRATEGIES

Demonstration and practicum

RESOURCES

Mid-America Voc. Curriculum
Cash register company representative
Movie
Handling Money
Oregon Rest. and Hosp. Association

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SUGGESTED RESOURCES

Safety & Sanitation

Food Service Sanitation--Published by Wiley (Includes course material and slides from publisher.)

Food Service Marketing--by Anderson--University of Texas

CUSTOMER SERVICE

Restaurant & Hospitality Association Films & Information

The Essentials of Good Table Service--Cornell University

Food Marketing--Career Competencies in Marketing, by Reece McGraw/Hill

FOOD PREPARATION

Professional Cooking & Baking--by Ray & Dondi--Publisher, Glencoe

Food Preparation for the Professional--by Gisslen

Commercial Foods & Culinary Arts Competency-Based Series--by Florida Department of Education, Produced by the Center for Studies in Vocational Education

INVENTORY--PURCHASING

Food Service Marketing--by Anderson from the University of Texas--Division of Continued Education

SERVING WINE & SPIRITS

Serving Alcohol With Care--A Manual for Managers, the Educational Institute of the American Hotel & Motel Association

Food and Beverage Service--Student Certification Manual, the Ed. Inst. of the American Hotel & Motel Association

Community College Consortium--Workbook on Server Education

PERIODICALS

Cooking for Profit

Restaurant Business

Oregon Restaurantier

Restaurants & Institutions

MISCELLANEOUS

Food Service Series from Glencoe Publishing:

1) Menue Planning & Cost Control
2) Safety & Sanitation
3) Quanity Food Techniques
4) Customer Service

Hospitality Pays Big Dividents--Patti Bills--Greater Medford Chamber of Commerce--Paper with student questionnaires and guidelines

Lane Community College--Listing of resource materials in vocational areas--Carl Horstrup--Resource person

Food Production & Service Curriculum Guide--Michigan State Board of Education--HE/FS/MI/0003/82

This is a current listing of the videotapes, filmstrips and 16mm films that ae available for loan through the Oregon Restaurant & Hospitality Association.

VIDEOTAPE TITLES (1/2" VHS)

Management/Server Alcohol Awareness Program	NRA Sponsored Alcohol Awareness Training Program
Handling & Evaluating Seafood	Proper methods to protect seafood quality
"Ours Is A Special World"	NRA tape to promote America's hospitality industry
Waitstaff Training Series	Comprehensive four part NRA training program

FILMSTRIP TITLES (Soundtrack on cassette or record)

A Career to Consider	Food service Careers
Accidents Don't Happen Here	Causes/prevention of restaurant/ kitchen accidents
The Angry Flame	A fire protection message
Change On The Table	Good service - good salesmanship
The Customer	Restaurant service from his viewpoint
Dishroom Maintenance & Cleaning	Machine and room maintenance
First Aid For Choking	Instruction in Heimlich method
The Freeloaders	How pests cause loss of foods
Investing In People	A report for the food service industry
It Can Happen Here	Prevention of food borne illness
Kitchen Fires	Prevention and Control
Ladies & Gentlemen In Waiting	Professionalism in restaurant service
Light Your Own Fire	Attitudes and how to change them
Protecting the Public	Personal hygiene and sanitation series
The Smart Waitress	Four part training program
That Final Touch	Handling cash transactions

Tips For the Professional	Basics of being a good waitress
The Unwanted Four	Bacteria that causes food poisoning
Wine: Serving & Selling It	Program for new and experienced servers
Working The Fast Food Counter	Training tips
Work Smart, Stay Safe	Employee accident prevention
Write Your Own Ticket	A personal development series

16mm TITLES

Courtesy: The Inside Story

Give Your Eggs A Break

Handling Checks

Handling Credit Cards

Mr. Dish Machine Operator

Preventing Waste

Sanitation: Why All The Fuss?

Short Order Cookery

Where Do I Go From Here?

Please call the ORHA office, 249-0974 or 1-800-551-0515, to borrow any of the above programs. WE DO ASK THAT YOU KEEP THEM NO LONGER THAN 10 DAYS.

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